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ABSTRACT

This state curriculum guide was developed to reaffirm the importance of world history in the Louisiana social studies curriculum. It contains statements of the Louisiana social studies goals, program scopes and sequences, a list of 14 generalizations and related concepts, and a master course content outline. Seven study units are presented that address: (1) prehistory; (2) the ancient world; (3) the middle ages; (4) the early modern age; (5) the later modern age; (6) the inter-war period and World War II; and (7) the nuclear age. Each unit is divided into specific sections that contain: (1) generalization, concept, and objective statements; (2) a course outline; and (3) suggested learning activities. Appendices include: (1) selected world history computer activities; (2) world history terms; (3) lists of geographical locations; (4) an overview of major periods and trends in world art and music; (5) 136 references; (6) a sample unit; (7) suggestions and references for evaluation techniques; (8) foreign diplomatic and consular offices in the United States; (9) K-12 social studies skills' charts; and (10) an index organized by time periods, geographical or cultural areas, topics, and page number. (JHP)

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State of Louisiana
Department of Education

WORLD HISTORY CURRICULUM GUIDE

Bulletin 1758

1987

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

WORLD HISTORY CURRICULUM GUIDE

Secondary Social Studies

Bulletin 1758

1987

Issued by the

Office of Academic Programs

Thomas G. Clausen, Ph.D.
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FOREWORD

The Board of Elementary and Secondary Education has mandated that a unit of World History, Western Civilization, or World Geography be required for graduation from Louisiana schools beginning with the freshmen class entering high school in the 1984-85 school year. The decision to increase the number of units in social studies needed for graduation is a reflection of the Board's and the public's interest in improving the academic preparation of secondary students. The historical knowledge acquired and the skills developed through the study of World History will help students to understand more completely the complex, interdependent world in which we all must live and work.

This guide is intended as a curricular resource for those teachers who must provide instruction to students who select World History as the third required unit of social studies. Its development represents the combined efforts of Department of Education staff and outstanding World History teachers in every geographic region in the State.

The Louisiana Department of Education is pleased to have produced this World History Guide as part of its continuing effort to improve the quality of education in Louisiana's schools. I would like to thank all of the teachers throughout the state who cooperated in this significant project to upgrade social studies education.

Thomas G. Clausen, Ph.D.

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureaus of Secondary Education and Curriculum, Inservice, and Staff Development within the Office of Academic Programs. Special recognition goes to Dr. William Miller, Section Chief, Social Studies, who served as chairperson in the development of the guide. Special commendation goes to members of the writing and revision committees and the pilot teachers throughout the State who worked diligently to make this publication a reality. In addition, special appreciation is given to Mrs. Gaynelle Faler, Staff member, Bureau of Curriculum, Inservice, and Staff Development, for her assistance in the development of this document.

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LOUISIANA SOCIAL STUDIES CURRICULAR GOALS

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and efforts of beliefs, values, and behavior patterns; and applies, through the use of computers and computer technology, this knowledge of new situations and data by:

A. Acquiring knowledge about social organizations.

B. Acquiring knowledge about the relationships between human beings and social environments, understanding some of the effects of these relationships, and making value judgments about the consequences of these relationships.

C. Acquiring knowledge about the relationships between human beings and the physical environment, explaining some of the effects of these relationships, and making value judgments about the consequences of these relationships.

D. Acquiring knowledge about decision-making processes.

E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.

F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values, and behaviors.

G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.

H. Acquiring knowledge about some of the influences, beliefs, values, and relationships between people.

II. Develops the competencies to acquire, organize, evaluate, and report information using various techniques, including computers and computer technologies, for the purpose of solving problems and clarify issues by:

A. Identifying the central problem in a situation and identifying the major issue in a dispute.

B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

D. Demonstrating ability to use reliable sources of information.

E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.

F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validating outcomes of investigation.

H. Appraising judgments and values that are involved in the choice of a course of action.

III. The programs encourage the examination of beliefs and values, recognizes the relationship between one's own value structure and own behavior, develops human relations skills and attitudes that enable one to act in the interest of self and others. Fosters an appreciation of the unique nature and value of people even in a technological, computer-oriented age; and contributes to the development of a positive self-concept.

A. Expressing awareness of the characteristics that give one identify.

B. Expressing awareness of one's goals (aspirations), the goals of the group with which one identifies, and correlating those goals.

C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.

D. Examining one's own beliefs and values and the relationships between these and behavior.

E. Developing the human relations skills and attitudes necessary to communicate with others.

F. Expressing awareness of the physical, intellectual, and social conditions of human beings, and suggesting ways these can be improved.

G. Demonstrating a commitment to individual and group rights and acting in support of equal opportunities.

H. Demonstrating effective involvement in social interaction.

I. Developing a positive feeling about oneself.

LOUISIANA SOCIAL STUDIES PROGRAM

Scope and Sequence

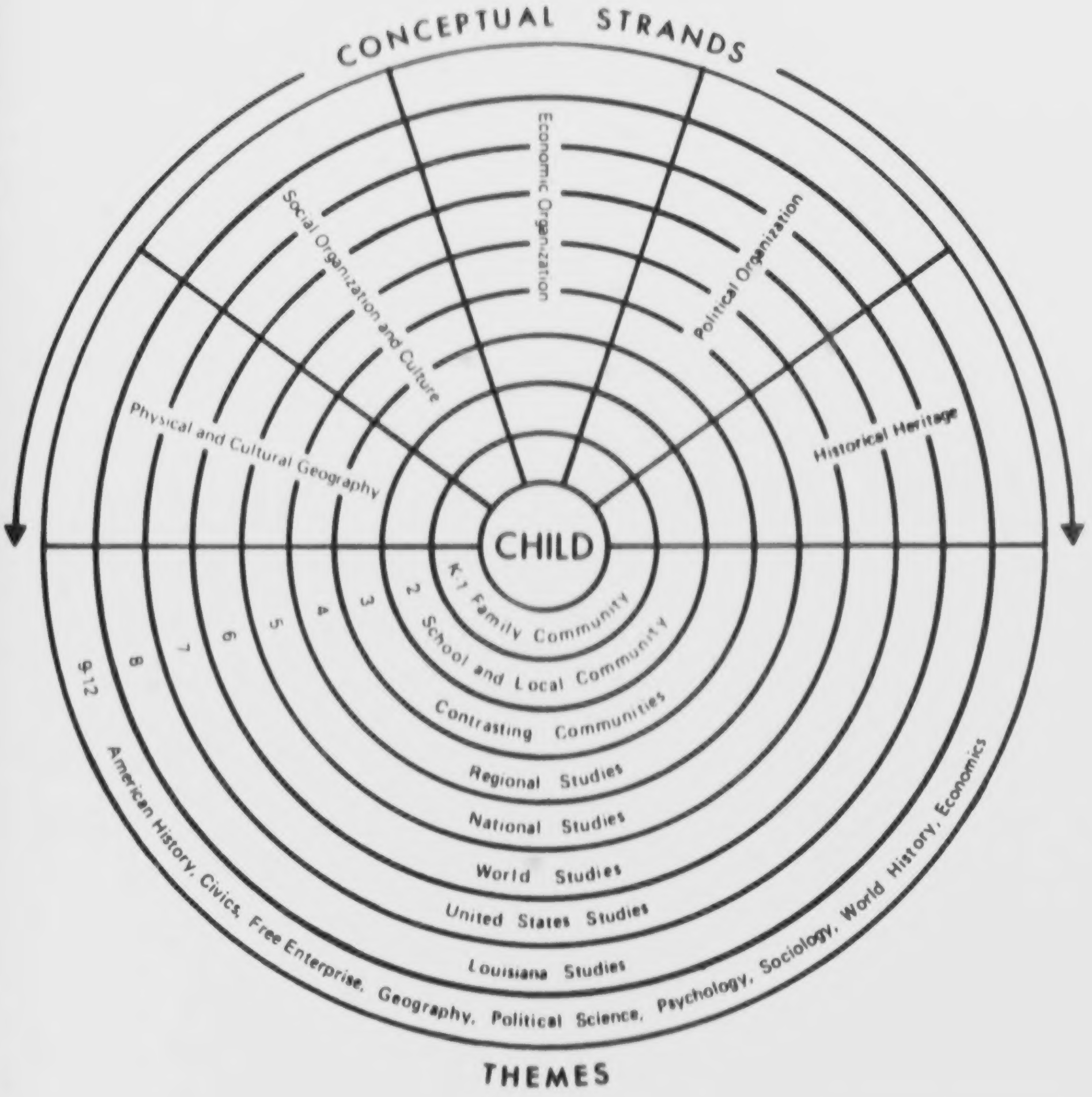
The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies education program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography, and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, history, political science, and sociology for course content. The design of the elementary program, then, is shown to be multidisciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills and then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child--the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies, and World Studies. The middle school grades reverse this pattern. World Studies in the sixth grade is followed by American Studies and moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides are being developed are Civics, Free Enterprise, and American History.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these skills that are shared with other subjects, and the other shows those that are major responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels at which they are to be introduced, developed, mastered, and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, objectives of the Louisiana Social Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews, and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum--articulation, balance, and continuity and, thereby, to provide a cumulative, developmental framework for Louisiana's children and youth.

CONCEPTUAL STRANDS


CONCEPTUAL STRANDS
Physical and Cultural Geography
Social Organization and Culture
Economic Organization
Political Organization
Historical Heritage
CHILD
K-1 Family Community
2 School and Local Community
3 Contrasting Communities
4 Regional Studies
5 National Studies
6 World Studies
7 United States Studies
8 Louisiana Studies
9-12 American History, Civics, Free Enterprise, Geography, Political Science, Psychology, Sociology, World History, Economics
THEMES

I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

CONCEPTUAL STRANDS CHART

Physical & Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Kinds of economic systems	Kinds of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture Food Dress Customs Language Education Recreation Music Art Architecture Literature Inventions	Market characteristics	Law	Values and beliefs
Ecology	Social change	Production	Citizenship Loyalty Patriotism Rights Responsibilities	International relations
	Moral and Spiritual Values	Specialization		Traditions
	Ethnic Groups and Contributions	Supply and demand		Landmarks
	Behavior	Money and banking		Contributions of individuals
		Consumerism		
		Technology		
		International trade		
		Networks (Transportation and Communication)		
		Economic Growth		
		Role of government		

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INTRODUCTION

Rationale:

History has always been an important element within the social studies curriculum. In recent years, however, the study of history, particularly world history, has declined in Louisiana secondary schools. This guide is part of an effort to reaffirm the importance of world history in the Louisiana social studies curriculum.

The World History course proposed in this guide was developed around the core idea that people need a sense of history to understand who they are, how they came to be the way they are, and where they might be going based upon what is known about the past. The intent of this core idea is to help students appreciate the human race and themselves through the systematic study of past events and to understand the development of ideas which have helped to shape the nature of every person.

Through the study of world history, students can understand the larger world, the world beyond the nation-state. The contemporary world is much more interrelated than at any other time in our history. Global economic, political, cultural, and ecological systems affect everyone. Students, too, are affected by these global systems, and they will continue to be affected by them later when they assume roles as adult citizens, consumers, and workers. Studying world history can help the students to understand the formation and operations of these global systems. Although there is considerable debate about the organizational approach to use in a curriculum guide, it is very important that each of the world's major regions be systematically studied.

Numerous definitions of history are available. For the purposes of this guide, history has been defined as the unique process for passing on from one generation to another a record of previous generations' knowledge, values, and beliefs. Operating from this definition, the guide was written to identify the most important knowledge, beliefs, and values from past generations worth sharing with the next generation.

Scope:

This guide is divided into seven sections: Prehistory, The Ancient World, The Middle Ages, The Early Modern Age, The Later Modern Age, The Inter-War Period and World War II, and The Nuclear Age. But teachers may also restructure the guide in any number of ways to make it more consistent with their own preferences. Two other things have been done to make the guide more flexible for teachers. First, the guide is in loose-sheet form so that the Activity Sections can be moved into groups that are more consistent with individual preferences. The second feature of the guide which may help teachers organize the Activity Sections are charts listing objectives according to the geo-cultural areas, periods, and topics. Using these charts located on page 8 and in the Appendix can help teachers locate all objectives related to a particular geo-cultural area or topic.

This organizational pattern was chosen after reviewing evaluations of the pilot editions of the guide. In both written and oral critiques of the pilot versions, teachers were consistently in favor of a chronological approach to the organization of the guide. They clearly did not favor the geo-cultural area approach used in the pilot version. In reorganizing the pilot version of the guide into its present form, no significant elements of the earlier version have been left out. In fact, additional information, particularly in art, literature, and music, has been added.

It is important to be aware that the chronological organizational pattern also allows for opportunities to integrate a wide range of other instructional approaches and techniques.

Also, teachers should be extremely careful to ensure that this course remains as the teacher writing committee intended it: a historical survey of both the western and non-western world. The history of Western Europe should be used as a central element in the study of World History, but a conscious, systematic effort must be made to also study the non-western world. Within the various regions, the guide focuses on common political, social, economic, religious, and cultural events which serves as a basis for systematic historical analysis of the regions.

A major reason for this guide is to help students acquire a broader perspective from which to view both the diversity and commonality among people of the world. Systematic instruction about areas other than Western Europe can help reduce the enthnocentric view many students have of the world. To achieve this broader view, an understanding of the contributions made by the non-western world is especially important.

Geo-cultural area/chronology chart

Time Periods/Regions:	North America	Latin America	Western Europe	Middle East	Asia	Africa
Prehistory	p. 21-23	p. 21-23	p. 21-23	p. 21-23	p. 21-23	p. 21-23
Ancient World	p. 42	p. 43-46	p. 53-75 p. 77, 79, 81 p. 85-97	p. 25-34	p. 37-41 p. 47-52	p. 35-36
Middle Ages			p. 77, 79, 81 p. 85-97	p. 78, 80 82, 83	p. 84 p. 98, 99	
Early Modern Age	p. 115-118 p. 121-122	p. 108-114 p. 119, 120	p. 101-107 p. 128-136	p. 123	p. 124 p. 137-139	p. 125-127
Later Modern Age	p. 162-173 p. 177	p. 174-176 p. 178-181	p. 141-161		p. 186-190	p. 182-185
Inter-War/ World War II	p. 192		p. 193-197 p. 100-204		p. 198-199	
Nuclear Age	p. 207 p. 212 p. 230-232	p. 213-218	p. 206 p. 208-211	p. 224-228	p. 219-223	

COURSE CONTENT:

The format used in this guide is very similar to that in the secondary social studies guides previously published by the Louisiana Department of Education. Each activity section contains a Generalization, a set of Concepts, an Objective, Content Outline, and Suggested Activities. Additionally, special enrichment information on art, literature, music, and special computer-related activities are provided.

Each unit begins with an overview that gives a description of what will be contained in the unit. It includes brief information about the most significant historical events of the era along with information about major artistic, literary, and musical achievements. A generalization is listed along with a set of associated concepts. A concept is a word or a phrase that is associated with an idea, and that idea has a particular set of attributes or elements associated with it. The Generalization is a statement which establishes a relationship among several concepts. It may be either descriptive (gives a description of a general principle) or empirical (makes a general statement that can be empirically verified).

Because of the enormous amount of information (content) associated with a world history program, concepts and generalization are very important because of their potential for helping to decide what information should be included and how that information should be organized. The writing committees, pilot teachers and the revision committee have reviewed and recommended the Generalizations and Concepts that are listed with this guide. These Generalizations and Concepts can be supplemented by others that the teacher may choose to use. Teachers are urged to remember that a well developed understanding of a powerful, enduring historical concept or generalization may have greater value to a student than the vague, random memory of a bite of historical information.

A rich, well developed content outline is provided. The outline includes many names, dates, and events considered by teachers and historians to be important in the study of world history, and this information constitutes the knowledge base of the program. However, teachers must exercise extreme care in selecting content for presentation to the student.

Excessive memorization of information should be avoided. Too often students quickly forget all but a small fraction of any material they have been compelled to memorize. Additionally, forcing students to memorize random, uninteresting information contributes to the development of negative attitudes toward the study of history. Therefore, emphasis should be placed on the well-paced acquisition of interesting information which contributes to student understanding and mastery of fundamental concepts and generalizations.

Although there is great diversity in the organization of world history textbooks, this guide can be used with textbooks currently on the State Adopted Textbook list. But regardless of the textbook used, teachers must still use considerable judgement in deciding how to use their particular textbook with this guide. In selecting content for students to study, several points should be considered. Since this course is a historical survey, emphasis generally should be placed on the scope, rather than depth, of study. Constant indepth treatment of every content outline item surely will result in unbalanced treatment of the various historical periods and geo-cultural areas.

The Objective is a statement of what the student is explicitly expected to learn. The statement is cast in behavioral terms, i.e., the student must be able to demonstrate what has been learned. The writing committee also identified with an asterisk certain specific objectives as grade level standards. These grade level standards are objectives which the writing committee thought were especially important and would be appropriate items to select from for any statewide testing. The depth of treatment of these and any other objectives remains the responsibility of the teacher. Further, teachers may identify other objectives they may wish to address.

The Activities are brief suggestions about things that could be done to help the student achieve the stated objective. They are student-centered and are designed to actively engage the student and to meet the needs of students of various skills and developmental levels. The activities are designated as follows:

"A" are for students achieving at grade level.
"B" are for students who are behind grade level.
"C" are for advanced students.

The matching of students with activity levels is a task of the classroom teacher and may be accomplished in a variety of ways. Additionally, teachers should use their professional judgment in modifying any activity to suit the particular needs of their students. All teachers are encouraged to use whatever techniques, strategies, and resources necessary to help the student achieve the stated objective. There is no requirement that a particular student be assigned the same level of activity. One individual may be assigned "A" level for some objectives, "B" level for others, and "C" level for still others. A given class may or may not have students assigned to all three levels of the activities.

There are a significant number of objectives and content outline items which involve literary works, pieces of art, and architecture. In some sections the number of content outline items is quite lengthy. The writers did not intend for all these items to be addressed within the course or that particular section. Similarly, they did not intend for the list to be all inclusive. Teachers may add items they are familiar with and are worthy of mention. Teachers should, however, be very selective in studying these items. A careful examination of one or a few pieces of art or works of literature per unit is preferable to an exhaustive examination of all the listed items.

In working with the art, literature, and music items, teachers are encouraged to develop cooperative activities and projects with their colleagues in the English, Art, and Music Departments. Because of their background, training, skill, and knowledge, these teachers could be extremely helpful in the development of lessons or even units on art, literature, and music.

Teachers are especially urged to use activities which encourage historical interpretation. Students usually do not understand that the information presented in textbooks is substantially the author's interpretation of a given set of information. The nature of the information or evidence, the methods or processes used to analyze it and the author's perspective and judgment are all factors that can affect a particular interpretation. It is important that students be provided with opportunities to use the historical method, including original source information, to develop their own interpretations and judgments.

The guide includes a vocabulary list which identifies key words, phrases, and geographic terms. Students should have a strong understanding of these words in order to be successful in understanding the subject matter presented. Teachers are encouraged to emphasize vocabulary development throughout the World History course.

Finally, a resource section is provided at the end of the guide. The list includes appropriate books, periodicals, audiovisuals, and other resources. Also included in the resources are brief summaries about art and music for each section which should be used to supplement the historical information provided in each unit.

GENERALIZATIONS
AND
ASSOCIATED CONCEPTS

GENERALIZATIONS
AND
ASSOCIATED CONCEPTS

GENERALIZATION 1:

Change has been a universal characteristic of all human societies.

CONCEPTS:

Change
Evolution/revolution

GENERALIZATION 2:

A knowledge of past is necessary to understand present and future events.

CONCEPTS:

Time perspective and chronology
Historiography

GENERALIZATION 3:

No historical events have resulted from a single cause.

CONCEPTS:

Multiple causation
Cause and effect

GENERALIZATION 4:

The leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS:

Multiple causation
Cause and effect
Leadership

Generalization 5:

Interpretations of the past are constantly changing as new data and trends result in altered perspectives.

Concepts:

Multiple causation
Cause and effect
Time perspective and chronology
Historiography

Generalization 6:

Changes in human society have been gradual through evolution or have been violent through revolution.

Concepts:

Multiply causation
Cause and effect
Continuity
Change
Evolution/revolution

Generalization 7:

All revolutions have altered the institutional structure of society.

Concepts:

Continuity
Evolution/revolution
Ideology

Generalization 8:

Technological advances have been a major influence in changing power structure.

Concepts:

Multiple causation
Cause and effect
Continuity
Change

Generalization 9:

Basic values and beliefs of every society have been reflected in their creative accomplishments.

Concepts:

Continuity
Ideology
Cultural creativity

Generalization 10:

The motivating factors in human achievement have been either ideological or materialistic.

Concepts:

Multiple causation
Cause and effect
Ideology

Generalization 11:

Great ideals have affected all civilizations.

Concepts:

Civilization
Ideology

Generalization 12:

Human progress has most often occurred under conditions of inter-societal communication.

Concepts:

Multiple causation
Cause and effect
Change

Generalization 13:

The rise of nationalistic movements has altered the course of history.

Concepts:

Multiple causation
Cause and effect
Nationalism/internationalism

Generalization 14:

Geographic factors have influenced historical events.

Concepts:

Multiple causation
Cause and effect
Geographic history

CONTENT OUTLINE

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Master Content Outline

I. Pre-historic Era
    A. Origins
    B. Earliest anthropological finds in Africa
    C. Other archaeological discoveries
    D. Rain Forest people and Aborigines
    E. Cultural developments
    F. Stone Age Art
II. The Ancient World (c. 5000 B.C. - 500 A.D.)
    A. Civilizations of the Fertile Crescent
    B. Fertile Crescent Literature
    C. Fertile Crescent Architecture
    D. Decline of the civilizations in the Fertile Crescent
    E. Egypt
    F. Egyptian Art
    G. Egyptian Literature
    D. Other African civilizations
    E. Ancient India
    F. North American (U.S.)
    H. China: Early period
    I. Early Chinese Literature
    J. Early Chinese Art
    J. Japan: Early History
    K. Greek Civilization
    K. Roman Civilization
    L. Roman Art
    M. Roman Literature
    N. The development of Christianity
    O. Roman and Christian literature
III. Middle Ages (500 A.D. - 1500 A.D.)
    A. Eastern Empire
    B. Byzantine Art
    C. The Eastern Orthodox Church
    D. The Arab Muslim Empire (635 A.D.)
    E. Decline of the Arab Muslim Empire
    F. Islamic Art
    G. The Mongol Conquests (India)
    H. Russia

- I. Westerr half of the Old Roman Empire
- H. England during the Middle Ages
- I. Edward I and the Model Parliament
- J. Edward III and the Hundred Years' War
- K. Black Plague (1347-1351)
- M. The Holy Roman Empire (the German Empire)
- N. The Netherlands: Divided between Spain (Belgium) and Austria
- O. Spain and Portugal: Continuing struggles
- P. Europe contrasted with East
- Q. China

IV. Modern Age (1500-1700)
- A. Renaissance Europe (1350-1600)
- B. The Reformation
- C. Dynastic conflicts and wars of religion (1500-1715)
- D. Indians of the Americas
- E. The European nations begin to explore the world
- F. Conquest of Indian Civilizations
- G. Spanish settlement
- H. Portuguese settlement
- I. Struggle for a continent
- J. Decline of Spanish domination in the western hemisphere
- K. The Ottoman Empire (1450 A.D.)
- L. China
- M. Africa
- N. English dynastic struggles
- O. The Age of Enlightenment
- P. Enlightenment Literature
- Q. Works influenced by the Enlightenment
- R. Baroque Art
- S. Japan

V. Later Modern Period (c. 1700-1919)
- A. Europe through World War I
- B. U. S. through World War I
- C. Canada through World War I
- D. Independence movement of Spanish America
- E. Africa: Explored and divided
- F. China through World War I
- G. Australia through World War I
- H. Unrest in India through World War I

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VI. The Inter-war period and the Second World War
    A. The U. S. during the Inter-war period
    B. Literature of the period
    C. Realist School of Art
    D. Surrealism and Abstractism
    E. Japan during the Inter-war period
    F. China during the Inter-war period
    G. Fascist Italy--Inter-war period
    H. Great Britain--Inter-war period
    I. France--Inter-war period
    J. Communist Russia (USSR)
    K. Germany--Inter-war period
    L. Axis aggression
    M. World War II
VII. Nuclear Age
    A. World War II
    B. The United Nations
    C. Postwar Europe
    D. Major efforts to reduce world tension
    E. Soviet Union after World War II
    F. Canada
    G. Contemporary Latin America
    H. Japan
    I. China
    J. Southeast Asia and the Pacific
    K. Independence of Islamic nations
    L. Israel
    M. Middle Eastern conflicts
    N. The importance of oil in the Middle East
    O. Role of the United States and the U.S.S.R. in the Middle East
    P. Challenges of the Future
    Q. Contemporary Literature
    R. Contemporary Art

Unit I

Prehistory

This brief unit encompasses the development of prehistory from the time of the earliest evidences of man to approximately 5,000 B.C. when the first written records appeared. It will examine such things as artifacts, early geographic locations, and migrations. Special attention will be given to the importance of archaeology, archaeological techniques, and major archaeological sites in determining the conditions in which Paleolithic Man existed.

The unit will also provide information which will help to integrate primal art and music into the content outline. The subject of most Stone Age art was "Hunt Magic," religion, or human and animal fertility. By depicting a dead or wounded animal the artist (who may have been the tribal medicine man or shaman) sought to ritualistically kill the animal of the next day's hunt. In a like manner the creation of a small carved figure of a pregnant female would help to ensure that the fertility of animals was a frequent subject of Stone Age art.

Music in prehistoric times consisted of two of basic elements, rhythm and melody. Evidently, all people danced and sang (or grunted rhythmically) since cave paintings show people dancing.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, historiography, time perspective and chronology

OBJECTIVE: The student will be able to locate major prehistoric archaeological sites.

COURSE OUTLINE

I. Pre-historic Era
   A. Origins
      1. Platelet Theory
      2. Theory of Origins
   B. Earliest anthropological finds in Africa
      1. The Leakey's in Tanzania and Kenya
      2. Donald Johnson's finds in Ethiopia
   C. Other archaeological discoveries
      1. Asia, Java, Peking Man
      2. Western Europe (Neanderthal and Cro Magnon)
      3. Americas (Bering Strait and Poverty Point)
   D. Rain Forest people and Aborigines
   E. Cultural developments
      1. Paleolithic man: hunters and gatherers
      2. Neolithic man: early domestication of plants and animals
      3. Beginnings of civilizations
         a. Tigris and Euphrates Rivers
         b. Yellow River
         c. Nile River

ACTIVITIES

A. Create a menu of foods easily accessible to early man in three different cultural locations.

B. Create an overlay showing migrations of civilizations in this area (Louisiana). Use a map showing the major rivers.

C. Conduct an inquiry lesson on the validity of the Platelet Theory. Contrast the Platelet Theory with other explanations of how the continents were formed. Construct a cut-out map showing how the continents fit together according to the Platelet Theory.

ABC. Collect information on Poverty Point or any other archaeological area. Consider a field trip to one of these sites.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of primative art.

COURSE OUTLINE

F. Stone Age Art
  1. Cave paintings
    a) The Wounded Bison
      (1) Altamira, Spain
      (2) 15,000 - 10,000 B.C.
    b) The Hunt (Dordogne)
      (1) France
      (2) 15,000 - 10,000 B.C.
  2. Carvings
    a) Nude Woman
      (1) Life size rock
      (2) La Magdelaine Cave, Penne (Tarn), France
      (3) 15,000 - 10,000 B.C.
    b) Ritual Dance
      (1) Rock engraving
      (2) Cave of Addaura
      (3) Monte Pellegrino (Palermo)
    c) Venus of Willendorf
      (1) Stone carving, Museum of Natural History, Vienna, Austria
    d) Bison
      (1) Carved reindeer horn
      (2) La Madeleine near Les Eyzies (Dordogne)
      (3) Museum of National Antiquities, St. Germaine-En-Laye, France

ACTIVITIES

ABC. Create a list of basic human needs such as food, water, and housing. Create a set of symbols for each. Put the symbols together and share them with the class. Discuss the symbols and note any similarities in the items identified and the symbols used to represent the listed items.

Unit II

The Ancient World

This unit encompasses the period from the beginning of recorded history to the fall of the Roman Empire (5000 BC to 500 AD). The unit is generally concerned with the development of cultures and civilizations. Special emphasis will be given to the development of government, religion, philosophy, and technology. In addition, the unit will examine the relationships among migrations, conquests, and trade. As a group, these elements will determine the pattern of a given civilization.

Art in this unit will be examined from the time of the Fertile Crescent to the Fall of Rome. Information concerning the evolution of art from crude effigies to superb, highly developed Greek sculpture will be provided. The unit will trace the development of early architecture from the ziggurat of the Fertile Crescent and the Egyptian pyramid, to the classical Greek temple; of sculpture from stylized, free-standing, clay and stone figures of the Fertile Crescent and bas relief of Egypt to Classical Greek statues; and pottery from crude, clay pots to magnificent Grecian urns.

In music the unit will include information on the importance of the use of drums, cymbals, horns, and stringed instruments (zithers, dulcimers, psalteries, etc.) and how these instruments helped produce an integrated form of music.

Literature of the early civilizations was essentially drama. The unit will provide information about tragedy's origin at the Greek festival of Dionysus and its characteristics, especially its attempt to arouse pity and terror, purge or purify, and reflect on the fearful punishment that important men and women brought upon themselves. Comedy, like tragedy, also began at the Festival of Dionysus. Through both humor and philosophy, the plays sought to infuse not merely a sense of morality, but rather a morality intended to instruct. Additionally, the unit will show how the Romans followed the powerful literary tradition established by the Greeks.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to identify the major cultures of the Fertile Crescent.

CONTENT OUTLINE:

II. The Ancient World (c. 5000 BC - 500 AD)
  A. Civilizations of the Fertile Crescent
    1. Sumer (4000 B.C.)
    2. Babylon (2300 B.C.)
      a) Hammurabi's Code of Laws
      b) Extensive agriculture, commerce, and industry
      c) Architecture, engineering, science, and religion
    3. Hittites: iron weapons
    4. Assyrians
    5. Persians
    6. Phoenicians
    7. Hebrews

ACTIVITIES

A. Construct a chart outlining the major cultures and their contributions.

B. Complete a crossword puzzle that requires the matching of Fertile Crescent cultures with their major contributions.

C. Create a simple "code of laws" which you can compare with that of Hammurabi.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify example of Fertile Crescent literature and architecture.

CONTENT OUTLINE:

8. Fertile Crescent Literature
    a) Sumerian Writing
        (1) Done on clay
        (2) Pictograph in nature
        (3) 4000-3501 B.C.
    b) Sumerian Cuneiform, 3500-3001 B.C.
    c) Behistum Rock
    d) First Epic Tales of Gilgamesh, 3000-2501 B.C.
    e) Sumerian poetry
    f) Script changes from Sumerian to Semitic style, 2500-2001 B.C.
    g) Epic poetry in Babylonia
    h) Hammurabi's Code, 2000-1501 B.C.
    i) Development of Phoenician alphabet
    j) Torah, 1000 B.C.
    k) Writings of Zoroaster, 600 B.C.
    l) Book of Job, 400 B.C.
    m) Book of Daniel, 165 B.C.
    n) Book of Maccabees, 150-101 B.C.
9. Fertile Crescent Architecture
    a) Temple at Al Ubaid, 3100-3500
    b) Marduk Temple of Babylon (Tower of Babel), 601-700

ACTIVITIES

A. Invite a clergyman to speak to the class on a topic such as the historical background of the Book of Job or Book of Daniel or the Old Testament as literature.

B. Create a "contemporary Hammurabi's Code" listing offenses and possible penalties.

C. In collaboration with the art department, construct and create bulletin board displays or models of Fertile Crescent art and architecture.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify the major artistic contributions of the Fertile Crescent.

CONTENT OUTLINE: ACTIVITIES

10. Fertile Crescent Artwork
    - a) The White Temple on its Ziggurat
        - (1) 3500-3000 B.C.
        - (2) URUK
    - b) Statues from the Abu Temple
        - (1) 2700-2500 B.C.
        - (2) Marble, the Iraq Museum, Bagdad
    - c) Inlay of the soundbox of a harp
        - (1) 2600 B.C.
        - (2) UR
    - d) Stele inscribed with the Law Code of Hammurabi
        - (1) 1760 B.C.
        - (2) Diorite, Babylon
    - e) The Lion Gate
        - (1) 1400 B.C.
        - (2) Bogazkoy, Anatolia
    - f) Gate of the Citadel of Sargon II
        - (1) 742-706 B.C.
        - (2) Khorsabad
    - g) Billy Goat and Tree
        - (1) 2600 B.C.
        - (2) Gold, Wood, and Lapis Lazuli
        - (3) UR
    - h) The Ishtar Gate
        - (1) 575 B.C.
        - (2) Babylon

C3

GENERALIZATION: Change has been a universal characteristics of all human societies.

CONCEPTS: Evolution/revolution, change

OBJECTIVE: The student will be able to discuss the reasons for the rapid rise and decline of the many Fertile Crescent civilizations.

CONTENT OUTLINE:

II. Decline of the civilizations in the Fertile Crescent
  a) Lack of geographic features for protection
  b) Cultural diffusion

ACTIVITIES:

A. Do small group reports on the rise and decline of Fertile Crescent civilizations.

B. Create a collage that combines drawings of the major cultural accomplishments of each of the Fertile Crescent civilizations.

C. Write an editorial that analyzes the "future" of the Chaldeans "now that Nebuchadnezzar has died."

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to explain the role of geography in the history of Egypt and the Fertile Crescent.

CONTENT OUTLINE

B. Egypt:
  1. Geographical advantages
    a) The Nile River
    b) Protection by surrounding seas and desert

ACTIVITIES:

A. On an outline map label those geographic features which favorably influenced the development of civilization in the Middle East.

B. Locate the Nile River, the Sahara Desert, the Mediterranean Sea, the Red Sea, and the Persian Gulf on a map of Egypt. Discuss how these geographical features influenced Egyptian history.

C. Construct a relief map of Egypt on a wooden board. Use materials like clay and sand to depict deserts, the Nile River, etc.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, evolution/revolution, change

OBJECTIVE: The student will be able to analyze the major events and kingdoms in Egyptian history.

CONTENT OUTLINE:

2. Kingdoms
    a) Menes united the Upper and Lower Kingdoms (2900 B.C.)
    b) The Old Kingdom - the Pyramid Age (3000-2300 B.C.)
    c) The Middle Kingdom - the Feudal Age (2000-1800 B.C.)
    d) The Hyksos invasion (1730 B.C.)
    e) The Empire Age (1600 - 1200 B.C.) - important pharoahs included Hatshepsut, Amenhotep, and Ramses II

ACTIVITIES:

A. Create a time line of the major events and kingdoms. Use student-created symbols.

B. As a values clarification lesson, list the possessions that you would place in your tomb if you were to receive a "pharoah's burial."

C. Small groups should present oral reports on each of the major events and kingdoms in Egyptian history.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to explain the reasons for the decline of Egyptian civilization.

CONTENT OUTLINE:

3. The decline (1100 B.C.)
   a) Weak pharoahs
   b) Foreign invaders

ACTIVITIES:

A. Role play interviews with pharoahs from a period corresponding to the decline of Egyptian civilization. Use questions which probe the reasons for the decline.

B. Acting as a modern journalist, write a brief news account of Alexander the Great's invasion of Egypt.

C. Research the issue concerning which civilization, Egypt or the Hebrews, was the first to establish a monotheistic religion. Then conduct a debate. Special attention should be paid to Amenhotep's rule in Egypt and how it contributed to Egypt's decline.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to identify major contributions of the Egyptians.

CONTENT OUTLINE:

4. Cultural achievements
    a) Agriculture, industry, and commerce
    b) Architecture and engineering--the Sphinx, Pyramids, and Columns
    c) Social classes
    d) Government--dynasties, pharoahs
    e) Mathematics and medicine
    f) Education
    g) Religion and ethics

ACTIVITIES:

A. Construct an obelisk that depicts some of the major contributions of the Egyptians.

B. Draw a cartoon satirizing the autocratic powers of a pharoah.

C. Create your own system of hieroglyphics. Use your symbols to tell a brief story.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Egyptians civilization.

CONTENT OUTLINE:

5. Egyptian Art
    a) Palette of King Narmer
        (1) 3,100 B.C.
        (2) Slate
        (3) Egyptian Museum, Cairo
    b) The Step Pyramid of King Zoser, 3rd Dynasty
        (1) 2650 B.C.
        (2) Saqqara
    c) The Pyramids of Mycerinus
        (1) 2500 B.C., Chefren, 2530 B.C.
        (2) Cheops 2570 B.C., Gaza
    d) The Great Sphinx
        (1) 2500 B.C.
        (2) Gaza
    e) Chefren
        (1) 2530 B.C.
        (2) Diorite, Egyptian Museum, Cairo
    f) Prince Rahotep and his wife Nofret
        (1) 2610 B.C. painted limestone,
        (2) Egyptian Museum, Cairo
    g) Cover of the Coffin of Tutankhamen
        (1) 1360 B.C.
        (2) Gold, Egyptian Museum, Cairo
    h) Funerary Temple of Hatshepsut, 18th Dynasty
        (1) 1480 B.C.
        (2) Deir-El-Bahari

ACTIVITIES:

A. Create small drawings of various contemporary subjects, topics, issues, etc. in an Egyptian style.

B. Create an imaginary interior of an Egyptian pharoah's tomb. Compare the drawings to information from reference materials.

C. Create a "security system" for a pharoah's tomb. Compete with other students to create a "grave robber"-proof pyramid.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Egyptians' civilization.

CONTENT OUTLINE:

(i) Queen Nefertiti
(1) 1365 B.C.
(2) 18th Dynasty
(3) Limestone
(4) Egyptian
6. Egyptian Literature
a) Pepi's Papyrus
(1) "Instructions to a son"
(2) 3000-2501 B.C.
b) Egyptian literature centers on lamentations and skepticism about meaning of life
c) "Story of Sinuhe" oldest form of novel
d) "Battle Between Head and Belly"
(1) Egyptian Fable
(2) 800-701 B.C.
e) Rosetta Stone, 300 B.C.
f) Book of the Dead
g) Book of Healing Diseases

ACTIVITIES:

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to identify major geographic features and cultures of Africa.

COURSE OUTLINE

c. Other African civilizations
  1. Geography and its influence on Africa
    a) Sahara Desert
    b) Nile River
    c) The Great Rift Valley

ACTIVITIES

A. Construct a relief map using materials such as clay or sand to recreate some of the major geographic features of Africa. Locate and label the most important features.

B. Identify major geographic features and cultures of Africa on an outline map. Color code the map.

C. Conduct a case study of a major African culture. Focus especially on the relationship between geography and the culture which developed within that geographic region.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to analyze the major contributions and achievements of ancient African civilization.

COURSE OUTLINE

2. Early African Cultures
    a) Nok culture (1000 B.C.) West African culture
    b) Kush
    c) Alum culture
    d) Zimbabwe culture
        (1) Construction of the Acropolis
        (2) Zimbabwe, 850 B.C.

ACTIVITIES

A. Design a bulletin board depicting the major, ancient African cultures. Highlight their cultural achievements.

B. Construct a chart of the major African cultures. Identify their locations, characteristics, achievements, and contributions to contemporary African culture.

C. Research and write a documentary on ancient African cultures. Supplement with photographs, taped music, artifacts, art work, clothing, etc.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Evolution/revolution, change

OBJECTIVE: The student will be able to describe major ancient cities of India and discuss the impact of the Aryan invasion on these cities.

CONTENT OUTLINE

- D. Ancient India
  - 1. Twin cities
    - a) Mohenjo-Daro
    - b) Harrapa
  - 2. People
    - a) Dravidians: A dark-skinned, primitive people
    - b) Aryans
      - (1) Iron weapons
      - (2) Caste system

ACTIVITIES

A. Locate the ancient cities of India on an outline map. Draw sketches of the cities showing the important areas or zones within the cities: grainaries, housing areas, civic centers, government offices, etc.

B. On a globe, locate India and identify where the ancient cities of India were located.

C. Compare the ancient cities of India with other cities of the ancient world with respect to location, land size, population, economic activity, trading activities, and reasons for the disappearance of the Indian cities.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

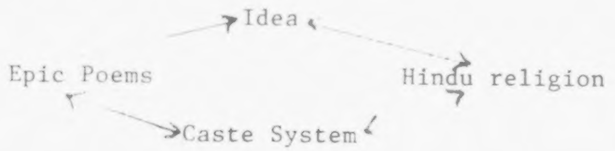
OBJECTIVE: The student will be able to identify the relationship between literature, the caste system, and Hinduism.

CONTENT OUTLINE

3. Indian culture and religion
    - a) Epic poems
        - (1) Vedas
        - (2) Upanishads
        - (3) Mahabharata
        - (4) Ramayana
    - b) Indian Literature
        - (1) Vedas 700-601 B.C.
        - (2) Upanishads
        - (3) Mahabharata
        - (4) Ramayana
        - (5) Buddha's inspiration
            - (a) 600-501 B.C.
            - (b) Turning of the Wheel of the Law
        - (6) Panchatantra, 300-201 B.C.
        - (7) Arthashastra
        - (8) Vardhamana Founds Jainism
        - (9) Kalidasa
            - (a) Sakuntala
            - (b) 200 A.D.
    - c) Hindu religion
        - (1) Three chief gods
            - (a) Brahma - the creator
            - (b) Siva (Shiva) - the destroyer
            - (c) Vishnu - the preserver
        - (2) All life is sacred.
        - (3) Reincarnation

ACTIVITIES

A. Create a diagram illustrating the relationship between epic Indian poems, the caste system, and the Hindu religion. The diagram might look like this:



Alternate A: Make a brief outline showing how religion or philosophy affects your life. For example, dress, food, school, social life, work, and home life. Then show how your life would be different if you were a Hindu in India today.

B. Create a chart of the caste system. The chart should emphasize the role of occupations in the system. List each caste, the occupations associated with the caste, and which caste students might fall into if they were living in India under the caste system.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify the relationship between literature, the caste system, and Hinduism.

CONTENT OUTLINE

d. Caste system-based occupations
  (1) Brahmans (priests and scholars)
  (2) Kshatriyas (rulers and soldiers)
  (3) Vaisyas (landowners, merchants, artisans)
  (4) Sudras (laborers, servants, wage earners)
  (5) Pariahs (Untouchables: Those associated with "impure" occupation--For example, animal skinners, gravediggers, and hunters)

ACTIVITIES

C. Simulate a caste system with the students divided into each of the four castes. Randomly assign students to a caste. Have the class role play a day in the life of an Indian teenager under the caste system. Be sure to include the reaction to an "untouchable" encountering a member of another caste.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Indian art.

CONTENT OUTLINE

e) Indian Art
  (1) Capital from An
    (a) 200 B.C. Lion
    (b) Asokan column
  (2) Shwe Dagon Pagoda
    (a) 600-501 B.C.
    (b) Burma
  (3) Great Stupa, 100-51 B.C.
  (4) Carvings on Amaravat
    (a) 151-200 A.D.
    (b) Stupa
  (5) Kasyapa, the Parricide Palace at Sigiraya
    (a) 451-500 A.D.
    (b) famous "cloud maidens" cave paintings
  (6) Classic Buddha figures in Yoga postures
    (a) 600 A.D.
    (b) Bihar (Northen India)
  (7) Revival of stone sculpture and architecture in India, 615 A.D.
  (8) Rock temple of Rathas
    (a) 635 A.D.
    (b) Mamalhopuram
  (9) Brihadisva-Rasvamin Temple
    (a) 1018 A.D.
    (b) Tangore, India
  (10) Jain temples
    (a) 1050 A.D.
    (b) Mount Abu, India

ACTIVITIES

A. Create a bulletin board display of Indian art. Research various sources such as art books, journals, and magazines for information. If possible, invite an Indian or a resource person familiar with Indian art to the class to explain Indian art and to discuss its relationship to Indian culture, especially religion.

B. Write to the Indian government requesting information about architectural sites that are of interest to tourists. Display the information on a collage or a bulletin board. (Note: The address for the India Embassy is listed in the back of this guide.)

C. Conduct a class project on Indian art. Collect information about the origins, style, and forms used in the art. Complete short reports on the relationship between Indian art and culture.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Evolution/revolution, historiography

OBJECTIVE: The student will be able to recognize the contributions of the early Indian rulers.

CONTENT OUTLINE

f. Early dynasties
  1. Mauryas (300 B.C.)
  2. Guptas (320 A.D. - 525 A.D.)
    a) Mathematics
    b) Woven cotton
    c) Rust proof iron
    d) Trade with the Middle East
    e) Classical high point

ACTIVITIES

A. Create a collage depicting those items and ideas from the Mauryas and Guptas dynasties that are still in use today.

B. Develop a list of the early dynasties with a list of their contributions.

C. Compare the achievements during the Mauryas and Guptas dynasties with the achievements of the civilizations of the Middle East.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: Compare the living conditions, beliefs, and contributions of the Cahokian, Pueblo, and Inuit Indians.

CONTENT OUTLINE:

E. North American (U.S.)
    1. Chahokians (East St. Louis, Illinois)
    2. Pueblo Indians (Southwest, United States)
    3. Eskimos (Inuit)--Alaska
        a) Living styles
        b) Contributions

ACTIVITIES

A. Construct a chart comparing the Cahokian and Pueblo Indians in their living conditions, beliefs, and contributions.

B. Design an illustrated time line comparing the development of ancient American cultures with the development of cultures in Europe.

C. Construct a model Indian village featuring especially unusual aspects of each culture. For example, conduct research on the burial mounds of the Cahokian Indians, the cliff dwellings of the Pueblo Indians, or seasonal housing of the Inuits.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology

OBJECTIVES: The student will be able to describe the characteristics of one of the three cultural centers of the classic Mayan period.

CONTENT OUTLINE:

F. Central and South American (pre-Columbian) civilizations
  1. Olmecs (to 200 B.C.)
    a) Geographic settlement
    b) Religion
    c) Olmec influence: Base culture of Mesoamerica
  2. Mayas (2300 B.C. to 1200 A.D.)
    a) Classic period (to 900 A.D.): Highland civilization
      (1) Geographic settlement/cultural centers
        (a) Copan
        (b) Palenque
        (c) Tikal
      (2) Religion
        (a) Temples
        (b) Role of the priests
        (c) Religious ceremonies

ACTIVITIES:

A. Role play someone who has been able to return to the classic Mayan period. Describe to the class the kinds of things you saw on your journey.

B. Draw pictures of an ancient Mayan city from oral descriptions.

C. Construct a scaled model of the principal buildings of Tika, Palenque, or Copan.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVES: The student will be able to describe the achievements of the classical Mayan period.

CONTENT OUTLINE:

b) Government
c) Economy
d) Achievements
    (1) Architecture: pyramids
    (2) Calendar
    (3) Astronomy
    (4) Mathematics
    (5) Written language

ACTIVITIES:

A. Create a collage featuring the major achievements of the classical Mayan period.

B. Create a hieroglyphic system which can be used to write students' names

ABC. Create a sign translating the numbers one to twenty into Mayan numbers. Calculate simple problems using the Mayan system.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVES: The student will be able to identify historical theories on the decline of the ancient Mayan civilization.

CONTENT OUTLINE:

e) Abandonment of the cities/migration mystery theories
   (1) Disease
   (2) Conquest
   (3) Civil War
   (4) Famine
   (5) Soil exhaustion
   (6) Decline of priestly power

ACTIVITIES:

A. Complete a short report on one or more of the theories on the decline of the ancient Mayan civilization.

B. Develop a collage featuring the theories on the decline of the ancient Mayan civilization.

C. Write research reports on each of the historical theories about the decline of the Mayan civilization. Give oral reports defending the theory that seems most defensible.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVES: The student will be able to identify examples of early Latin American art.

CONTENT OUTLINE:

3. Early Latin American Art
   - a) Mexican Sun Pyramid
     - (1) Teutihuncan
     - (2) 1500-1001
   - b) Mexican Sun Temple Atetello
     - (1) Teotihuacan
     - (2) 300 B.C.
   - c) Oldest Mayan monuments, 151-200 A.D.
   - d) Pottery and textiles of Chimic Indians
     - (1) Peru
     - (2) 451-500 A.D.
   - e) Mural paintings, Bonampak, 750 A.D.
   - f) Great Palace at Mitla
     - (1) Mixtec culture
     - (2) 800-1100 A.D.
   - g) Ball court at Copan
     - (1) Foltec culture
     - (2) 1000-1300 A.D.
   - h) Climax of Mayan civilization
     - (1) Yucatan Penisula
     - (2) 1000 A.D.
   - i) Codex Nuttal
     - (1) Mixtec culture
     - (2) 1070 A.D.
   - j) Pueblo ruins
     - (1) Mesa Verda
     - (2) 1073 A.D.

ACTIVITIES:

ABC. Conduct a class study of early Latin American art. Write to Latin American governments for information about early culture in their respective countries. Create bulletin board displays or collages with the material received. Construct scale models or drawings of these major tourist sites. Write simulated journal entries or newspaper accounts of everyday events at these sites. For example, write a sports story about the "game" at the Ball Court at Copan.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Ideology, civilization

*OBJECTIVE: The student will be able to describe the major events and achievements associated with the early Chinese dynasties.

CONTENT OUTLINE

- G. China: Early period
  - 1. Geographic isolation
  - 2. Dynasties
    - a) Hsia (2000 - 1750 B.C)
    - b) Shang (1750 - 1122 B.C.)
      - (1) Written language
      - (2) Wheels and chariots
      - (3) Harnessed horses
      - (4) Bronze urns
      - (5) Short bows used in chariots
      - (6) Possible trade with Middle East
    - c) Chou dynasty (1122 - 256 B.C.)
      - (1) Seven-day week
      - (2) Feudal system developed
      - (3) Confucius and La Tzu (Tse)
    - d) Ch'in dynasty (256 - 207 B.C.)
      - (1) Great Wall completed
      - (2) Unification of China
    - e) Han dynasty (205 - 220 A.D.)
      - (1) Confucianism the official doctrine in religion and education
      - (2) Conservative and stable civilization
      - (3) Buddhism comes to China
      - (4) China expands its territory
      - (5) Trade with Greece, Rome, and India

ACTIVITIES

A. Do group reports on each of the five dynastic periods. Each group will present an oral report on its dynastic period.

B. Create an annotated time line depicting the five early major dynasties.

C. Compare the Chinese feudal system to the European feudal system on such points as social roles, political participation, leadership, etc.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, Ideology

OBJECTIVE: The student will be able to describe the major events and achievements associated with the early Chinese dynasties.

CONTENT OUTLINE | ACTIVITIES

3. Civil wars (220 - 600 A.D.)
    - a) Barbarian invasions
    - b) Dark Ages
    - c) End of first great empire

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of early Chinese art and literature.

CONTENT OUTLINE

4. Early Chinese Literature
    a) First of seven periods of Chinese literature, 2000-1501 B.C.
    b) First Chinese dictionary
        (1) 40,000 characters
        (2) 1500-1001 B.C.
    c) Oldest Chinese poems
        (1) "Book of Songs"
        (2) 800-701 B.C.
    d) Second period of Chinese literature, 700-601 B.C.
    e) Confucius' Philosophy
        (1) Analects
        (2) 600-501 B.C.
    f) Lao-Tzu-Taoism
    g) Shih Ching - Book of Odes
    h) Hu Shin dictionary, 149 B.C.
5. Early Chinese Art
    a) Multicolored ceramic, 4000-3501 B.C.
    b) Black pottery, 2500-2001 B.C.
    c) Bronze sculptures, 1500-1001 B.C.
    d) Brush and ink paintings, 1000-901 B.C.
    e) Cave temples at Yun-Kang, 451-500 B.C.
6. "Two Buddhas in Conversation," 519 B.C.
7. Pagoda from Sung Yuen temple of Honan, 522 B.C.
8. Chinese roll paintings in Tun-huang (landscapes), 535 B.C.

ACTIVITIES

A. Write short research reports on Confucius and the philosophy he espoused.

B. Create a set of symbols similar in style to Chinese characters. With that set of characters write a simple message. Swap these messages with other students to see if they can be understood.

C. Create posters in Chinese style depicting simple, ordinary scenes.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Ideology, civilization

OBJECTIVE: The student will be able to identify examples of Chinese art and literature.

CONTENT OUTLINE

ACTIVITIES

9. Production of porcelain in China, 620 B.C.
10. Ch'ang-an Pagoda in China, 625 B.C.
11. Yen Li-pen
    a) Greatest artist of the T'ang period
    b) 645 B.C.
12. Tomb of the Emperor T'ai Tsung, 650 B.C.
13. Lamp-black ink for wood blocks, 650 B.C.
14. LiSsu-Hsun, Chinese painter, 651 B.C.
15. Li-Chao-tao
    a) Landscape painter
    b) 670 B.C.
16. Chang Hsuan
    a) Court painter of Emperor Ming Huang
    b) 713 B.C.
17. Han Kan
    a) Chinese painter of horses
    b) 751 B.C.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

*OBJECTIVE: The student will be able to trace the early development of Japan.

CONTENT OUTLINE

H. Japan: Early history
  1. Mythological creation by sun goddess
  2. Emperor divine
  3. First emperor: Jimmu (660 B.C.)
  4. Social organization: clans and tribes
  5. Yamato clan from Korea: first ruling class
  6. Buddhism introduced from Korea
  7. Japanese art
    a) Building of the Horyuji temple
      (1) Nara, Japan
      (2) 585
    b) Building of the Temple of four Heavenly Kings
      (1) Oscalca, Japan
      (2) 593
    c) Chinese and Korean artists and craftsmen settle in Japan, 600
    d) Hospital in Japan by Emperor Yomei
      (1) Oldest surviving wooden building in the world
      (2) 607
    e) Early Nara period of Japenese art, 646
    f) Pagoda of Yakaski Temple, 681
    g) Wooden "bigaku" masks, 751
    h) "Sitting Buddha"
      (1) Japanese wooden sculpture
      (2) 800

ACTIVITIES

A. Contact Japanese government agencies to secure materials about the early history of Japan.

B. Write a Haiku (Japanese poetry of five/seven/five syllables).

C. Illustrate the Haiku written by the B's in typical Japanese art form.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to trace the early development of Japan.

CONTENT OUTLINE

ACTIVITIES

i) Kose No Kansoka
  (1) Japanese painter at the court of Heian
  (2) 890
j) Takayoski founds Tosa School of Painting, 1025
k) Japanese sculpture Jocko sets up his school, 1050

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to locate major geographic features associated with Greek civilization.

CONTENT OUTLINE:

1. Greek Civilization
   1. Geographic setting
      a) Balkan Peninsula
      b) Straits
         (1) Bosporus
         (2) Dardanelles
      c) Three seas
         (1) Ionian
         (2) Aegean
         (3) Mediterranean

ACTIVITIES:

A. On an outline map of ancient Greece locate the following:

   1. Balkan Peninsula
   2. Bosporus
   3. Dardanelles
   4. Ionian Sea
   5. Aegean Sea
   6. Knossus
   7. Mediterranean Sea
   8. Crete
   9. Peloponnesus
   10. Attica
   11. Athens
   12. Sparta

B. On an outline map locate the following:

   1. Ancient Greece
   2. Bosporus
   3. Dardanelles
   4. Ionian Sea
   5. Aegean Sea
   6. Mediterranean Sea
   7. Crete

C. On an outline map locate all the items in Activities A and B.

GENERALIZATION: Basic values and beliefs for every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to explain how foundations of classical Greece were influenced by Minoan civilization.

CONTENT OUTLINE:

2. Minoan civilization
    - a) Island of Crete
    - b) King Minos
    - c) Contributions
        - (1) Weavers
        - (2) Pottery and jewelry
        - (3) Written language
        - (4) Bronze weapons
        - (5) Architecture
        - (6) Art
        - (7) Trade
    - d) Foundations of classical Greece
    - e) Examples of Aegean art
        - (1) Palace of Menos
            - (a) Knossos, Crete
            - (b) 1500 B.C.
        - (2) Idol
            - (a) Marble
            - (b) Amorgos
            - (c) 1100 B.C.
        - (3) The Snake Goddess, Terracotta
            - (a) Crete
            - (b) 1600 B.C.
        - (4) Treasury of Ateus
            - (a) Mycenae
            - (b) 1200 B.C.
        - (5) The Vaphio Cups, Gold
            - (a) Athens
            - (b) 1500 B.C.

ACTIVITIES:

A. Construct a chart comparing the contributions of the Minoans with those of the Greeks.

B. Design a collage depicting Minoan civilization.

C. Construct a time line of the major events of the Minoan and Mycenaean civilizations.

GENERALIZATION: Changes in human society have been gradual through evolution of have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to trace the origins of the Achaeans, Dorians, and Ionians.

CONTENT OUTLINE:

3. Mycenaean civilization
    a) Indo-European invasion
        (1) Achaeans
        (2) Dorians
        (3) Ionians
    b) Achaeans' domination
        (1) Mycenae
        (2) Troy

ACTIVITIES:

A. Trace, on a map, the paths of migration of the Indo-European tribes into the Greek peninsula.

B. On an outline map, trace the path of migration of the Dorians, Achaeans, and Ionians.

C. Write a report on the early Greek tribes. Include a map showing the paths of migration.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to explain how the Dorian invasion ushered in the Dark Ages of Greece.

CONTENT OUTLINE:

4. Dark Age of Greece
    a) Dorian invasion
    b) Effect

ACTIVITIES:

A. Produce a short paper on the "Dark Age of Greece." Concentrate on the Dorians and their lifestyles.

B. Write a report on the Dorian invasion.

C. Write an essay on the results of the Dorian invasions and the "Dark Age of Greece."

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the early Greek civilization.

CONTENT OUTLINE:

5. Archaic Art
    - a) Dipylon Vase
        - (1) Greece
        - (2) 700 B.C.
    - b) Herakles Strangling the Nemean Lion
        - (1) Amphora, Museo Civico, Brescia
        - (2) Black Figure
        - (3) 525 B.C.
    - c) Kroisos from Anavysos
        - (1) Athens
        - (2) Marble sculpture
        - (3) 525 B.C.
    - d) Dying Warrior, from the East Pediment of the Temple of Gegina
        - (1) Greece
        - (2) Marble sculpture
        - (3) 490 B.C.
    - e) The Temple of Poseidon,
        - (1) Paestum, Italy
        - (2) 460 B.C.
    - f) The Parthenon
        - (1) Acropolis Athens
        - (2) 448-432 B.C.

ACTIVITIES:

ABC. Conduct an Archaic art show. Create models of temples and clay vases in the Archaic style. Use simple pictures and sketches for a collage or bulletin board display.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVES: The student will be able to describe the influence of Homer's writings on early Greek identity.

CONTENT OUTLINE:

g) Homer
    (1) *Iliad*
    (2) *Odyssey*

ACTIVITIES:

A. Compare portions of the *Iliad* and the *Odyssey*.

B. Read excerpts from the *Iliad* and the *Odyssey* and discuss them in class.

C. Have students read portions of the *Iliad* or the *Odyssey*. Prepare written reports comparing either with the epic poems of India.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze the reasons for and results of early Greek colonization.

CONTENT OUTLINE:

6. Greek colonization
   a) Reasons
   b) Colonies
   c) Results

ACTIVITIES:

A. Create a map following the travels of Odyessus.

B. Chart areas of Greek colonization.

C. Compare Greek colonization of the Aegean with English colonization of India and China or Spanish colonization of Latin America.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

*OBJECTIVE: The student will be able to describe a Greek city-state.

CONTENT OUTLINE:

7. Greek city-state
   a) Parts of the city-state
   b) Failure to unite
   c) Forms of government
8. Common ties
   a) Ancestry
   b) Language
   c) Religion
   d) Oracles
   e) Olympic games

ACTIVITIES:

A. Draw a sketch of the three parts of a Greek city-state which reflect common ties: Olympic stadium, oracles, and so forth.

B. Draw layouts of a typical Greek city-state showing the three basic parts. Include features which reflect common ties among Greeks.

C. Make a replica of a Greek city-state (model) which includes references to common ties among Greeks. For example, an oracle, Olympic stadium, religious temples, and so forth. Use the Greek alphabet to identify various parts of the model.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to contrast the Greek city-states of Athens and Sparta.

CONTENT OUTLINE:

9. Development of Athens
   a) Early government
   b) Reformers
      (1) Draco
      (2) Solon
      (3) Cleisthenes
      (4) Pisistratus
   c) Education
   d) System of government
10. Development of Sparta
   a) Government
   b) Education

ACTIVITIES:

A. Role play a typical Athenian day.

B. Role play a meeting between an Athenian and a Spartan.

C. Reenact a meeting of both the Athenian assembly and a meeting of the Spartan government. Analyze and contrast each meeting.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Continuity, multiple causation, cause and effect, change, evaluation/revolution

OBJECTIVE: The student will be able to describe the Persian Wars.

CONTENT OUTLINE:

II. Foreign threat
  a) The Persian Wars
    (1) Battle of Marathon
    (2) Thermopylae
    (3) Salamis
  b) Delian League

ACTIVITIES:

A. Complete a short report on the origins of the marathon.

B. Role play the last stand of the Spartans at Thermopylae.

C. Complete a case study of the Battle of Marathon. Examine the geographic location, leadership, cause, and consequences of the battle.

GENERALIZATION: Basic values and beliefs in every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to describe the art, literature, architecture, religion, and philosophy of classical Greece.

CONTENT OUTLINE:

12. "Golden Age" of Athens
    a) Pericles
    b) Culture
        (1) Art
        (2) Architecture
        (3) Literature
        (4) Philosophy
        (5) Religion
13. Classical and Hellenistic Art
    a) *The Standing Youth*, marble
        (1) Athens
        (2) 480 B.C.
    b) *Doryphorus (The Spear Bearer)*, marble
        (1) Naples
        (2) 450 B.C.
    c) *The Charioteer*, bronze
        (1) Delphi
        (2) 470 B.C.
    d) *Poseidon*, bronze
        (1) Athens
        (2) 460 B.C.
    e) *Discobolus (Discus Thrower)*, marble
        (1) Rome
        (2) 450 B.C.
    f) *Aphrodite of the Onidians*, Roman marble copy
        (1) Rome
        (2) 330 B.C.

ACTIVITIES:

A. Construct a scrapbook of Greek cultural contributions to contemporary society. For example, a Greek temple (architecture).

B. Prepare a bulletin board of Greek accomplishments in art, philosophy, and literature.

C. Prepare a booklet depicting the life and accomplishments of famous Greeks.

GENERALIZATION: Basic values and beliefs in every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to describe the art, literature, architecture, religion, and philosophy of classical Greece.

CONTENT OUTLINE:

ACTIVITIES:

- g) Praxiteles (Hermes), marble
  - (1) Olympia
  - (2) 330 B.C.
- h) The Apollo Belvedere, Roman copy
  - (1) Rome
  - (2) 220 B.C.
- i) Aproxyomenos (Scraper), Roman marble copy
  - (1) Rome
  - (2) 330 B.C.
- j) The Barberini Faun, Roman copy
  - (1) Rome
  - (2) 220 B.C.
- k) Dying Gaul, Roman copy, marble
  - (1) Rome
  - (2) 230 B.C.
- l) The West Front of the Temple of Zeus at Pergamum
  - (1) Pergamum
  - (2) 180 B.C.
- m) Nike of Samothrace, Marble
  - (1) Samothrace
  - (2) 200 B.C.
- n) The Laocoon Group, marble
  - (1) Rome
  - (2) 190 B.C.

14. Classical and Hellenistic Literature
    - a) Homer, Iliad and Odyssey
    - b) Aesop Fables

GENERALIZATION: Basic values and beliefs in every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to describe the art, literature, architecture, religion, and philosophy of classical Greece.

CONTENT OUTLINE:

c) Aeschylus, Oresteian Trilogy, 458 B.C.
d) Sophocles, Theban Trilogy, 429 B.C.
e) Aristophanes, *Frogs*, 405 B.C.
f) Plato
    (1) *The Republic*, 387 B.C.
    (2) *Phaedon*, 399 B.C.
    (3) *Symposium*, 387 B.C.
    (4) *Apologia*, 396 B.C.
g) Aristotle, *Politics*, 399-347 B.C.

ACTIVITIES:

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

*OBJECTIVE: The student will be able to describe the role and achievements of Alexander the Great in advancing Greek civilization.

CONTENT OUTLINE:

15. Peloponnesian Wars
16. Macedonian conquest
    a) Causes
    b) Philip
    c) Alexander the Great
        (1) Rise to power
        (2) Expansion of empire
        (3) Accomplishments
17. Hellenistic Period

ACTIVITIES:

A. Design a mosaic showing the accomplishments of Alexander the Great.

B. Write a brief report on Alexander the Great.

C. Complete comparative case studies of Alexander the Great and Julius Caesar.

GENERALIZATION: Human progress has most often occurred under conditions of inter-societal communication.

CONCEPTS: Multiple causation, cause and effect, change

OBJECTIVE: The student will be able to summarize the effects of Greek invasions on the Fertile Crescent.

CONTENT OUTLINE:

17. Hellenistic Period
    a) Construction of new cities
    b) Conflict between traditional values and the Hellenistic culture
    c) Results of Alexander's death
    d) Spread of Hellenism

ACTIVITIES:

A. Write a newspaper editorial on the change in character of Fertile Crescent civilization since the "Greeks arrived."

B. On an outline map of the Middle East, label the cities built by Alexander the Great.

C. Invite a Jewish rabbi or religious scholar to speak on the military battles that are celebrated by the holiday Hanukah. Then conduct a class forum that compares the influences of Hellenism on the ancient Hebrews with the current assimilation of Jews into American society.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to identify Roman contributions to law, government, and engineering.

CONCEPT OUTLINE:

J. Roman civilization
  1. Geography of Italy
  2. Early settlers of Italy
     a) Eutruscans
     b) Latins
     c) Italics
     d) Greeks
  3. Conquests of the Eutruscan League
     a) Government
     b) Cultural achievements
  4. Founding of the Roman Republic
     a) Roman revolution
     b) Governmental organization
        (1) Patricians
        (2) Plebeians
        (3) Magistrates
        (4) Senate
  5. The Republic becomes the Empire
     a) Unification of Italy
     b) Punic Wars
     c) Conquest of Western and Eastern Europe
     d) Government of the provinces
  6. Decline of the Republic
     a) Military dictators
     b) Economic exploitation
     c) Julius Caesar
        (1) Military conquests
        (2) Caesar as dictator
        (3) Civil War
        (4) Second Triumvirate

ACTIVITIES:

A. Role play a Roman noble writing his own version of the Twelve Tables.

B. Make a list of characteristics to be found in the Republican form of government.

C. Compare the Roman Empire with the city states of Greece. Consider contributions made by both in the areas of law, government, and engineering.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to identify Roman contributions to law, government, and engineering.

CONCEPT OUTLINE:

ACTIVITIES:

d) Augustus
7. The Empire
   a) Government
   b) Extent of Empire
   c) Cultural development
      (1) Roman adapt Greek culture
      (2) Latin and Greek taught
      (3) Religious diversity

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss the role of the Caesars and the barbarian invasions on the decline and fall of the Roman Empire.

CONTENT OUTLINE:

7. Gradual decline of the Roman Empire
    a) Invasion of barbarians
    b) Split into Eastern and Western empires
    c) Continuing attacks by barbarians
    d) Economic and political weaknesses
        (1) Rebellion in provinces
        (2) Inflation
        (3) Unstable government and poor leadership

ACTIVITIES:

A. Make a bar graph showing the length of time each of the first 10 emperors reigned. Discuss the patterns that emerged in the graphs.

B. On a map locate and shade in the areas of origin of the major barbarian tribes.

C. Compare the Roman Caesars with the executive branch of the American government. Examine the evidences of decay in the Roman government.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Roman art and architecture.

CONCEPT OUTLINE:

8. Roman Art and Architecture
   a) The Temple of Fortuna Virilis
      (1) Rome
      (2) 200 B.C.
   b) Temple of the Sibyl
      (1) Trivoli
      (2) 100 B.C.
   c) Sanctuary of Fortuna
      (1) Palestrina
      (2) 100 B.C.
   d) Pont Du Gard
      (1) Italy
      (2) 100 A.D.
   e) The Collosseum
      (1) Rome
      (2) 72-80 A.D.
   f) The Pantheon
      (1) Rome
      (2) 118-125 A.D.
   g) The Basilica of Constantine
      (1) Rome
      (2) 310-320 A.D.
   h) House of the Silver Wedding
      (1) Pompeii
      (2) 100 A.D.
   i) Aulus Metellus, bronze
      (1) Roman
      (2) 100 A.D.

ACTIVITIES:

ABC. Present brief oral reports on the characteristics of Roman art and architecture. Supplement the presentations with a slide presentation showing examples of Roman art and architecture. Examine the themes, subjects, and topics used by the architects and artists.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Roman art and architecture.

CONCEPT OUTLINE: ACTIVITIES:

- j) Portrait of a Roman
    - (1) Rome
    - (2) 80 B.C.
- k) Augustus of Primaporta
    - (1) Rome
    - (2) 20 B.C.
- l) Equestrian Statue of Marcus Aurelius
    - (1) Rome
    - (2) 161-180 B.C.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify Roman art and literature.

CONCEPT OUTLINE:

9. Roman Literature
    a) Terance, Comedies
    b) Plautus, 200-160 B.C.
    c) Lucretius, On the Nature of Things, 65-43 B.C.
    d) Horace, Odes
    Ars Poetica, 27-14 B.C.
    e) Virgil, Aneid, 27-14 B.C.
    f) Ovid, Metamorphoses, 27-14 B.C.
    g) Tacitus, History, 100-150 A.D.
    h) Juvenal, Satires, 100-150 A.D.
    i) Plautus, Miles Gloriosus, 205 B.C.
    j) Quintus Fabius Pictor, Roman History, 198 B.C.
    k) Lucretius De Rerum Natura, 60 B.C.
    l) Cicero Deoratore, 55 B.C.
    De Republica, 54 B.C.

ACTIVITIES:

A. Write short research reports on Roman writer, architects, and arts especially those listed in the content outline.

B. Listen to and comment on readings from some of the works by Roman writers.

C. Select and bring to class selected works of Roman writers. Read orally to the class excerpts of these works and discuss them.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to outline the development of Christianity.

CONTENT OUTLINE:

E. The development of Christianity
  1. Jewish origins
    a) Hebrew resistance to the Romans
    b) Exile: the Diaspora
    c) Massada
    d) Survival of Judaism
  2. Jesus
  3. Disciples
  4. Spread of Christianity
    a) Paul
    b) Peter
  5. Christianity in the Roman government
  6. Roman and Christian Literature
    a) Edith Hamilton, Mythology
    b) William Shakespeare
      (1) Antony and Cleopatra
      (2) Julius Caesar
    c) Augustine of Hippo
      (1) The City of God
      (2) Confessions
      (3) 413-426 A.D.
    d) St. Paul
      (1) Letters to the Corinthians
      (2) 58 A.D.
    e) Edict of Milan, 313 A.D.
    f) Codex Theodosianus
      (1) Summary of Roman Law
      (2) 439 A.D.

ACTIVITIES:

A. View a movie on the topic of early Christianity. Then role play the part of movie reviewer who critiques the movie's historical accuracy. Use movies such as "The Robe," "Quo Vadis," or the television presentation of "Peter and Paul."

B. Draw a cartoon that takes an editorial viewpoint on the Roman perception of the Christians.

C. Invite two or three members of the clergy or religious scholars to participate in a panel discussion on the historical role of Jesus in western history. Compare the historical role of Jesus to that of Buddha, Mohammed, and so forth.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to evaluate the influence of Christianity on Roman civilization.

CONTENT OUTLINE:

- g) The Gelasian Missal
  - (1) Book of prayers and chants
  - (2) 496 A.D.
- h) Codex Bezae
  - (1) New Testament in Greek and Latin
  - (2) 500 A.D.
- i) The establishment of the Church of Rome
- j) Edict of Milan
  - (1) Council of Nicaea
  - (2) 313 A.D.
- k) Christianity becomes official religion

ACTIVITIES:

A. Write a newspaper article containing interviews with a Christian leader and a pagan priest.

B. Make a chart listing ideas contained in Christianity which were new to the Romans.

C. Role play the part of a Roman senator speaking to the Senate concerning the growing influence of the Christian religion.

UNIT III

The Middle Ages

This unit is basically concerned with Western Europe after the fall of the Roman Empire, the emergence of the Muslim-Arab culture, and events in India, Russia and China, which encompassed the period 500 A.D. to 1500 A.D. Special attention should be given to the role of religion in various cultures, the development of feudalism in Western Europe and the wars and invasions which permanently affected both eastern and western societies. As a result of this tumultuous period, religions became institutionalized, societies became more structured, national boundaries became more formalized, and a renewed interest in culture emerged.

This unit focuses on Byzantine, Islamic, Gothic, and Oriental art. It offers an opportunity to compare monumental Byzantine architecture with the light, airy, Moorish style; the upward flamboyance of the Gothic; or the tranquil simplicity of the Oriental style. In Western Europe, Gothic art reversed the earlier Classical styles. Art of the time was powerfully influenced by religion. In the West, the Gothic style distorted human proportions into squat, large-headed figures while in the East the Byzantines used elongated, mystical figures.

Music before 1000 A.D. consisted of the free melodic line. Byzantine music was influenced by the richness of the Persian-Indian style while Western music was more austere. Music styles diverged sharply with the introduction of counterpoint in the West.

Religion also influenced literature in this period. The vernacular replaced Latin as the dominant language form, mythological beasts were replaced with more human adversaries, and the literature as a whole acquired a new degree of sophistication, power, and humanity.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPT: Multiple causation, cause and effect

OBJECTIVE: The student will be able to explain why the Eastern Roman Empire outlived the Western Roman Empire.

CONTENT OUTLINE:

III. Middle Ages (500 A.D. - 1500 A.D.)
  A. Eastern Empire
    1. The Byzantine Empire
    2. Justinian
    3. Decline of the empire

ACTIVITIES:

A. Role play a meeting of Visigoths who are trying to decide the direction they should use to attack the Roman Empire.

B. Construct a time line that traces the accomplishments and military victories of Justinian. Illustrate the chart with hand-drawn pictures and maps.

C. Compare a set of hypotheses to explain the longevity of the Byzantine Empire. After conducting the appropriate research, analyze the merits of each of these hypotheses.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPT: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Byzantine art.

CONTENT OUTLINE:

B. Byzantine art
  1. S. Vitale
    a) Ravenna
    b) 526-547 A.D.
  2. Justinian and Attendants, Mosaic
    a) Ravenna
    b) c. 547 A.D.
  3. Hagia Sophia
    a) Istanbul
    b) 532-537 A.D.
  4. St. Mark's
    a) Venice
    b) 1063 A.D.
  5. Madonna Enthroned
    a) Washington, D.C.
    b) c. 1300 A.D.

ACTIVITIES:

ABC. Present brief oral reports on the characteristics of Byzantine art. Supplement the presentations with a slide presentation showing examples of Byzantine art. Examine the themes, subjects, and topics used by the artist.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, State Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPT: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to compare and contrast the Eastern Orthodox with the Roman Catholic Church.

CONTENT OUTLINE:

C. The Eastern Orthodox Church
   1. Split from the Roman Catholic Church - 1054
   2. Disputes over dogma

ACTIVITIES:

A. Invite a resource speaker to describe the nature of the two churches. A Catholic or Orthodox priest knowledgeable about these two churches could be used.

B. Construct and decorate a chart that shows the differences in worship, holiday celebrations, and so forth between the Roman Catholic and Eastern Orthodox Churches.

C. Take a field trip to a local Greek Church or do library research on the Greek Orthodox Church. Make plans to inquire into the church's holiday rituals, traditions, etc. Also, make it a point to note any unique characteristics in music and architecture.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

***OBJECTIVE:** The student will be able to outline the development of the Islamic religion.

CONTENT OUTLINE

D. The Arab Muslim Empire (635 A.D.)
  1. Rise of the Islamic religion
  2. Muslim conquests:
    a) Persia
    b) Syria
    c) Palestine
    d) Egypt
    e) Most of North Africa

ACTIVITIES

A. Decorate a time line depicting scenes and symbols of the Islamic religion.

B. On an outline map of the Mediterranian area, color the conquests of the Muslims.

C. Write a research paper that compares and contrasts the Koran with the Old and New Testaments.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

OBJECTIVE: The student will be able to compare the Muslim culture with that of Western Europe during this period.

CONTENT OUTLINE

3. Contributions made in scientific, philosophical, political, and religious thought.

E. Decline of the Arab Muslim Empire
   1. Lack of effective central administration
   2. Split between Persians and Turks
   3. Mongolian invasion of Persia and Mesopotamia

ACTIVITIES

A. Present small group reports on aspects of Muslim culture during this period in history. Examine especially those elements that affect us today.

B. Construct a bulletin board that compares the cultures of medieval Europe with those of the Arab world. Pictures, drawings, and examples of calligraphy could all be included.

C. Invite a resource speaker to discuss the religious and cultural aspects of the Islamic faith.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Islamic architecture.

CONTENT OUTLINE

F. Islamic art
1. Landscape Mosaic, The Great Mosque
    a) Damascus
    b) 715 A.D.
2. Mosque of Mutawakkil
    a) Samara
    b) 848 A.D.
3. Mosque of Cordova
    a) Cordova
    b) 987 A.D.
4. Court of the Lions
    a) Granada
    b) 1354 A.D.
5. Court of Madrasah of Sultan
    a) Hasan, Cairo
    b) 1356 A.D.

ACTIVITIES

ABC. Present brief oral and written reports on the characteristics of the Islamic architecture. Supplement the presentations with a slide presentation showing examples of Islamic art. Examine the themes, subjects, and topics used by the architect.

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GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Islamic architecture.

CONTENT OUTLINE

ACTIVITIES

6. Taj Mahal
    a) Agra, India
    b) 1630 A.D.
7. Mosque of Ahmad I
    a) Istambul
    b) 1609 A.D.
8. Two Warriors Fighting in a Landscape, Persian manuscript
    a) London
    b) 1396 A.D.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze the effects of the Muslim invasion on India.

CONTENT OUTLINE

G. The Mongol Conquests (India)
  1. Turks: eleventh century
    a) Establish capital at Delhi
    b) Mongol road (Genghis Khan)
    c) Invasion by Tamerlane
    d) India divided
  2. Mogul empire founded by Babur (1526)
  3. Akbar completes the empire
  4. Kublai Khan conquers China (Yuan Dynasty)
    a) Mongol empire
    b) Promoted trade
    c) Extended empire to include Middle East
    d) Marco Polo

ACTIVITIES

A. Write a series of journal entries of a Mongol soldier during one or several of the invasions of India.

B. On an outline map, indicate the routes taken by the Mongols during their invasions of India. Indicate the areas of control by subsequent Mongol rulers such as Akbar.

C. Do a case study of the Turkish invasions of India and how they acted as a catalyst for change. Concentrate on changes in India that were brought about as a result of the invasions.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

*OBJECTIVE: The student will be able to explain the relationship between Russian geography and history.

CONTENT OUTLINE:

H. Russia
    1. Geographic setting
        a) Size
        b) Limited access to the sea
        c) Great Plain
        d) Rivers
        e) Climate

ACTIVITIES:

A. Role play the part of a Russian tour guide leading a group across Russia. Point out the geographic diversity of Russia and its impact on Russian life and foreign policy. Note the importance of the size of Russia and its lack of access to the sea.

B. On an outline map of Russia locate the following: Amur River, Black and Baltic Seas, Dneiper and Don Rivers, Moscow, and St. Petersburg.

C. Conduct a debate on the Soviet Union's present expansionist policy. Focus on the geographic factors, e.g., lack of access to the sea, which have been a continuing influence on Russia's foreign policy.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to analyze the Mongol invasion of Russia.

CONTENT OUTLINE:

2. Early history
   a) Slavic roots
   b) Vikings
   c) Vladimir I
   d) Influence of Eastern Orthodox church
3. Mongol invasion
   a) Batu Khan
   b) Mongol rule

ACTIVITIES:

A. Keep a diary of a Russian during the Mongol invasion. Relate your feelings about being subjugated by these invaders.

B. Draw pictures or sketches of Batu Khan and the Mongols.

C. Role play a confrontation between Mongols and Russians.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to describe the influence of the barbarian invasions on the Old Roman Empire.

CONTENT OUTLINE:

I. Western half of the Old Roman Empire
  1. Dark Ages (c. 500-1000)
    a) Trade declines
    b) Lack of public safety
    c) No organized government
    d) Shortage of labor
  2. Gothic Wars (Byzantine)
    a) Subsequent conquest by Lombards
    b) Popes pay tribute to Byzantium
  3. Invasions of Britain by Angles and Saxons

ACTIVITIES:

A. Produce excerpts from the journal of a Viking raider.

B. Trace on a map the pathways of barbarian invasion into northern Europe.

C. Create a transparency map with overlays showing the separate waves of barbarian invasions into western Europe.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss the impact of the Moorish conquest on Western civilization.

CONTENT OUTLINE:

4. Arab invasions

ACTIVITIES:

A. Give brief oral reports on Moorish culture. Support the reports with pictures or drawings of Moorish art and architecture or excerpts from Moorish literature.

B. Create a collage depicting the contributions made by the Moors to western civilization.

C. Conduct a case study of the contribution of the Moors to western art and architecture. Use their contributions to Spanish art and architecture as the focus.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to describe the influence of the invasions by northern European barbarians on the rest of western Europe.

CONTENT OUTLINE:

5. Continued Barbarian Invasions - Viking
    a) Invasions of Christianized Ireland
        (1) Golden Age in Ireland
        (2) Vikings and Norman-English take parts of Ireland
    b) Ninth century Viking invasions
        (1) Settlement of Iceland
        (2) Through Russia to Constantinople
        (3) Ireland, England, and France
    c) Magyars from Central Asia invade

ACTIVITIES:

A. Write an editorial discussing the effect of the Battle of Tours on the Mediterranean area.

B. List ways the Moors contributed to the onslaught of the Dark Ages.

C. Role play a news reporter discussing the impact of the Moorish conquest.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

*OBJECTIVE: The student will be able to discuss the Carolingian background of Charlemagne's empire.

CONTENT OUTLINE:

6. Carolingian Dynasty in France
    a) Charles Martel defeats Moores
    b) Pepin's defeat of Lombards
    c) Charlemagne's Empire
    d) Decline of the Empire

ACTIVITIES:

A. Devise a family tree for Charlemagne.

B. Write a short report on Charles Martel.

C. Role play a Frankish comedian. Develop a short comedy routine on the Carolingian antecedents of Charlemagne.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

*OBJECTIVE: The student will be able to analyze feudal society.

CONTENT OUTLINE:

7. Western Europe (1000-1300)
    a) Decrease in threats from Magyars, Moslems
    b) Feudalism replaces centralized government
    c) Characteristics of Feudalism
        (1) Formal relationships between classes
        (2) Seignorial system
        (3) The manor as an agricultural unit
    d) Increasing internal security
        (1) Stronger governmental units
        (2) Peace of God and Truce of God

ACTIVITIES:

A. Make a poster showing a typical manor during the Vikings feudal period.

B. Create a chart showing the feudal social pyramid.

C. Write an eyewitness account of an investiture ceremony in feudal Europe.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to discuss the influence of the Roman Catholic Church on feudal Europe.

CONTENT OUTLINE:

8. Population growth leads to and is increased by economic development.
    a) Colonization within Europe
    b) Growth of technology and trade
9. Influence, efforts, and accomplishments of the Church
    a) Preservation of Roman civilization
    b) Further estrangement of Eastern and Western culture
    c) Administrative system develops
    d) Class status rigid
    e) The impact of Monasticism
    f) Art, literature, music, and Gothic architecture
    g) Development of theology
    h) Canon Law and church courts
10. Effects of the church on political systems

ACTIVITIES:

A. Write a report on the role of the Roman Catholic Church in education during the feudal age.

B. Chart the different ways the Roman Catholic Church offered stability to the people during the Middle Ages.

C. Role play a feudal king who has offended the Pope. Excommunication is threatened as a punishment. What are your options?

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to identify examples of Gothic art.

CONTENT OUTLINE:

11. Gothic art
    - a) Notre Dame Cathedral
        - (1) Paris
        - (2) 1163 A.D.
    - b) Reims Cathedral
        - (1) France
        - (2) 1225 A.D.
    - c) Salisbury Cathedral
        - (1) England
        - (2) 1220 A.D.
    - d) Glouchester Cathedral
        - (1) England
        - (2) 1332 A.D.
    - e) Westminster Abby
        - (1) London
        - (2) 1503 A.D.
    - f) Sta. Croce
        - (1) Florence
        - (2) 1295 A.D.
    - g) Florence Cathedral
        - (1) Italy
        - (2) 1420 A.D.
    - h) Milan Cathedral
        - (1) Italy
        - (2) 1396 A.D.
    - i) Palazzo Vecchio
        - (1) Florence
        - (2) 1296 A.D.

ACTIVITIES:

ABC. Conduct a case study of one of the examples of Gothic art presented in the content outline. Present brief research papers on the background and artistic importance of the building. Create bulletin board or other displays of material gathered about these buildings. Invite an architect or art teacher to class to discuss the technical and artistic aspects of these buildings.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

*OBJECTIVE: The student will be able to analyze the changes brought about by the Crusades.

CONTENT OUTLINE:

12. The Crusades
    a) Causes
    b) First Crusade (1096-1099)
    c) Second, Third, and Fourth Crusades
    d) Increased leadership of the Roman Church
    e) Trade revival
    f) Social changes
13. Wealth and power in new hands undermine the feudal system.
14. Merchant-bankers
    a) Italian-Florentine
    b) Religious houses as bankers

ACTIVITIES:

A. Write a report on the importance of the rise of the middle class and the growth of towns following the Crusades.

B. On a map trace the sea and land routes in use before and after the Crusades.

C. Write excerpts from the diary of a crusader who is bewildered by a rapidly changing world.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to trace the development of English law and government which led to the Magna Carta.

CONTENT OUTLINE:

J. England during the Middle Ages
  1. Alfred the Great defeats Norsemen
    a) Pacifies England
    b) Establishes schools
  2. William the Conqueror (1066)
    a) Tax system (Doomsday Book)
    b) Centralized government
  3. Henry I and system of law
  4. Henry II - King's law replaces feudal law
  5. Richard the Lion Hearted
  6. Magna Carta (1215)
  7. Henry III - King's Council
  8. Simon de Montfort (Great Council)

ACTIVITIES:

A. Make a poster outlining the main points of the Magna Carta.

B. Construct a collage of the signing of the Magna Carta by King John at Runnymede.

C. Role play events leading to the Magna Carta. The barons will draw up and present their demands while John and his counselors defend the interests of the monarchy.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze the effects of the Hundred Years' War.

CONTENT OUTLINE:

9. Edward I and the Model Parliament
10. Edward III and Hundred Years' War
    - a) Beginning War of Roses
    - b) Growth of parliamentary powers
11. Black Plague (1347-1351)
12. France
    - a) Capetian line (987-1328) extends power outward
    - b) The Hundred Years' War with England
        - (1) Death of last Capetian King
        - (2) Conflict over feudal lands
        - (3) Henry V claims the French throne
        - (4) Charles VIII
        - (5) Joan of Arc
    - c) Effects of struggle with England
        - (1) Devastation of both France and England
        - (2) Rise of modern form of nationalism
    - d) Louis XI (1461-1483)
        - (1) Duchy of Burgundy overcome
        - (2) France reunified as a strong monarchy

ACTIVITIES:

A. Draw a cartoon portraying the role of the Austrians in the Hundred Years' War.

B. Make a time line detailing the major actions in the Hundred Years' War.

C. Research and debate, as French and English ambassadors, the roles of your countries in the Hundred Years' War.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to identify the Holy Roman Empire.

CONTENT OUTLINE:

13. The Holy Roman Empire (the German Empire)
    a) Otto I
    b) Peak of greatness
    c) Investiture controversy
    d) Golden Bull (1356-7)
    e) Rise of the Hapsburg Dynasty
14. The Netherlands: Divided between Spain (Belgium) and Austria
15. Spain and Portugal: Continuing struggles
16. Europe contrasted with East
    a) Differences between East and West
    b) Contrast between Eastern and Western values
        (1) Eastern man contemplative and philosophic
        (2) Western man competitive and aggressive

ACTIVITIES:

A. Create an annotated time line of the Holy Roman Empire. Include in the line the major events and personalities involved with the Empire.

B. Create an annotated list of the Holy Roman Emperors. Include their names, dates they reigned, major achievements or failures, and so forth.

C. Create a transparency map and overlays showing the empire of Charlemagne and his grandsons. On the overlay show the boundaries of the Holy Roman Empire.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to identify Chinese cultural, scientific, and technological developments before the arrival of western influences.

CONTENT OUTLINE

K. China
  1. Tang dynasty (618 - 907 A.D.)
    a) Education flourished
    b) Literature
      (1) Li Po (701 -762)
      (2) Tu Fu (712 - 770)
  2. Sung dynasty (960 - 1279) (Golden age)
    a) Advances in science
      (1) Magnetic compass
      (2) Movable-type printing
      (3) Gunpowder
    b) Porcelains
    c) Inventions
      (1) Cross bow
      (2) Saddle stirrup
      (3) Wheel barrow
      (4) Water powered spinning wheel
      (5) Paper money
      (6) 850 mile long man-made waterway
  3. Chinese art
    a) Ching Hao
      (1) Great Chinese landscape artist
      (2) 900
    b) Li-Yu, Emperor of Nanking
      (1) Founded Academy of Painting
      (2) 961

ACTIVITIES

A. On a chart, compare and contrast Chinese technology with European technology. Note especially the similarities in the technological advances which were occurring independently in both Europe and China.

B. List some Chinese technological innovations which are still with us today.

C. Compare and contrast Chinese literature and comparable European literature, especially Greek and Roman. Focus particularly on the subject matter dealt with by the Chinese, Greeks, and Romans.

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GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to identify Chinese cultural, scientific, and technological developments before the arrival of western influences.

CONTENT OUTLINE

c) Chao-Meng-fu
    (1) Artist
    (2) 1258
d) Ni Tsan
    (1) Chinese painter
    (2) 1374

UNIT IV

The Early Modern Age

The early modern period (1500 to 1700) in Western Europe deals with the intellectual ferment in literature, science, technology, art, and religion. (The Renaissance and Reformation) Voyages of discovery brought Europeans into close contact with the civilizations of India, China, Japan, and Africa, and led to the conquest and exploitation of the peoples of the Americas. The diverse economic, social, political, intellectual, and artistic contributions of Western European, American Indian, African, and Eastern civilizations are emphasized as are historically significant personalities.

Renaissance art returned to the monumental order of Greek and Roman art, but with a new sense of realism. The wealth of the new merchant class and the Church provided support for artists and a market for their works. The subsequent Baroque period mirrored the spirit of the Counter Reformation. Old realism gave way to "new naturalism," with the classical style descending to the irregular, distorted, and grotesque.

With the Renaissance came a rebirth of learning, a flowering of arts and letters that spread from Italy in the 14th century. The literature of the Renaissance reflected not only a rebirth of Greek and Roman culture and an abandonment of all things Medieval, but also it encompassed a movement away from piety and class consciousness towards new skepticism, new individualism, and new materialism.

Music of the Renaissance was strongly influenced by Humanism which emphasized man's life on earth. Roman masses were the major form of Renaissance music and continued to be the major form during the Reformation. In Calvinist churches metrical psalm settings were used except by the Lutherans who added congregational singing to the Mass.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

*OBJECTIVE: The student will be able to summarize the contributions of the Renaissance.

CONTENT OUTLINE:

IV. Modern Age (1500 - 1700)
  A. Renaissance Europe (1350-1600)
    1. New concepts and values
      a) Church progressively weakened
      b) Cultural contacts expanded
      c) Arts, science, philosophy, and communication expanded
      d) Centers of learning
    2. Attempts of secular church to limit the new laws
    3. Renaissance
      a) Scholarship
      b) Art and science
      c) Renaissance spreads

ACTIVITIES:

A. Locate and label on a map the major centers of Renaissance learning.

B. List and discuss famous writers, artists, scientists, and scholars of the Renaissance.

C. Research the new concepts and values which led to the Renaissance.

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

CONTENT OUTLINE:

4. Renaissance literature
    - a) Gutenberg prints Bible, 1456
    - b) Erasmus (1466-1535)
        - (1) *Praise of Folly*
        - (2) 1511
    - c) John Calvin, 1509-1564
    - d) Thomas More
        - (1) *Utopia*
        - (2) 1516
    - e) Martin Luther, 1525
    - f) Machiavelli
        - (1) *The Prince*
        - (2) 1532

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of the Renaissance art and architecture. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

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GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

CONTENT OUTLINE:

g) Copernicus, 1543
h) Spencer
    (1) The Faerie Queen
    (2) 1590
i) William Shakespeare
    (1) The Sonnets
    (2) Selected plays
    (3) 1592-1610
j) Francis Bacon
    (1) Essays
    (2) 1597
k) Cervantes
    (1) Don Quixote
    (2) 1605-1615
l) Authorized bible published, 1611
m) Galileo
    (1) Dialogues Concerning Two New Sciences
    (2) 1638
n) Thomas Hobbes
    (1) Leviathan
    (2) 1651

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

CONTENT OUTLINE:

5. Renaissance art
    a) The Four Saints
        (1) Nanni Di Banco
        (2) Marble, Florence
        (3) 1410 A.D.
    b) David
        (1) Donatello
        (2) 1430 A.D.
        (3) Bronze, Florence
    c) St. Sebastian
        (1) Andrea Mantegna
        (2) Vienna
        (3) 1455 A.D.
    d) The Birth of Venus
        (1) Sandro Botticheli
        (2) Florence
        (3) 1480 A.D.
    e) The Palazzo Medici
        (1) Riccardo
        (2) Florence
        (3) 1444 A.D.
    f) Sistine Chapel
        (1) Michelangelo
        (2) Fresco, Rome
        (3) 1508 A.D.
    g) The Last Supper
        (1) Leonardo Da Vinci
        (2) Mural, Milan
        (3) 1495 A.D.

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of the Renaissance art and architecture. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, State Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

CONTENT OUTLINE:

h) The Mona Lisa
  (1) Leonardo Da Vinci
  (2) Paris
  (3) 1503 A.D.
i) David
  (1) Michelangelo
  (2) Marble, Florence
  (3) 1501 A.D.
j) Moses
  (1) Michelangelo
  (2) Marble, Rome
  (3) 1513 A.D.
k) Tomb of the Medici
  (1) Michelangelo
  (2) Marble, Florence
  (3) 1524 A.D.
l) The Compidoglio
  (1) Michelangelo
  (2) Rome
  (3) 1545 A.D.

ACTIVITIES:

GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution/ideology

*OBJECTIVE: The student will be able to discuss the origins and implications of the Protestant, English, and Catholic Reformations.

CONTENT OUTLINE:

6. Development of nation-states
7. Hanseatic League
8. France: Opposed by Spain, Austria, and England
9. The unification of Spain
10. England: The scene of dynastic struggles
11. Eastern Europe
    a) Remains feudal
    b) Torn by wars of nobility
    c) Conquered by Ottoman Turks
12. Italian city/states

B. The Reformation
1. John Wycliff
2. Martin Luther
3. John Calvin
4. John Knox
5. Anglican Church
6. Catholic Reformation

ACTIVITIES:

A. Conduct a talk show at which Martin Luther, John Wycliff, and John Knox are guests.

B. Make a poster showing the main points of the Catholic Reformation.

C. Role play Henry VIII discussing with the Pope Henry's wish for a divorce. Henry should threaten to break with the church which could place England under interdict.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

*OBJECTIVE: The student will be able to discuss the importance of the Elizabethan Age.

CONTENT OUTLINE:

C. Dynastic conflicts and wars of religion (1500-1715)
  1. Spain
    a) Philip II of the Catholic reformation
    b) Thirty Years' War
    c) Spanish succession
  2. France
    a) Beginning of Protestant movement
    b) Treaty of Cateau
    c) Wars of religion
    d) Henry IV and the Edict of Nantes (1598)
    e) Louis XIII and Cardinal Richelieu
    f) Louis XIV: The leading power in Europe
  3. England
    a) Mary I (1553-1558)
    b) Elizabeth I (1558-1603)

ACTIVITIES:

A. Conduct a dialogue between Phillip II of Spain and Elizabeth I over conduct of the Sea Dogs.

B. List the major accomplishments of the Elizabethan Age.

C. Construct a diagram listing King Henry VIII, his wives, children, and their ultimate fates.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVES: The student will be able to identify historical theories on the decline of the ancient Mayan civilization.

CONTENT OUTLINE:

D. Indians of the Americas
    1. Decline of Maya
        a) Disease
        b) Conquest
        c) Civil War
        d) Famine
        e) Soil exhaustion
    2. Post-classic period (900-1200 A.D.): Lowland Civilization
        a) Geographic settlement/cultural centers
            (1) Dzibilichaltun
            (2) Coba
            (3) Uxmal
            (4) Chichen Itza: old city/new city
        b) Religion
        c) Society
        d) Decline and abandonment of cities
        e) Mystery of the Mayas
        f) Destruction of Mayan great books

ACTIVITIES:

A. Complete a short report on one or more of the theories on the decline of the ancient Mayan civilization.

B. Develop a collage featuring the theories on the decline of the ancient Mayan civilization.

C. Write research reports on each of the historical theories about the decline of the Mayan civilization. Give oral reports on the theory that seems most defensible.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVES: The student will be able to describe the role of religion in ancient Central American civilization.

CONTENT OUTLINE:

3. Teotihucan
4. Toltecs
5. Aztecs (1200 to 1520 A.D.)
    - a) Geographic settlement
        - (1) Tenochtitlan
        - (2) Empire
    - b) Religion
        - (1) War god
        - (2) Sacrifice
    - c) Politics
        - (1) Emperor
        - (2) Confederation

ACTIVITIES:

AB. Conduct a skit portraying an Aztec religious ceremony in which the gods are petitioned for some favor such as good weather, protection from disease, and so forth. Contrast this with a modern, monotheistic religion.

C. Research various religious rites or practices of any ancient American civilization. Prepare oral reports comparing and contrasting particular practices with those of groups in other parts of the world. Examples: Aztec sacrifices and European crucifixion; Mayan pyramids and Egyptian pyramids.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVES: The student will be able to explain the class system of the ancient Mayans, Aztecs, and Incas.

CONTENT OUTLINE:

6. Class system
7. Economy
8. Decline
   a) Montezuma I
   b) Montezuma II

ACTIVITIES:

AB. After research on the class system, write and perform a play with students acting as members of the various classes within the system, such as nobles, priests, and so forth.

C. Prepare a chart which compares the major components of the class system of ancient America with those of the caste system of India.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVES: The student will be able to cite the contributions of the ancient Incas and Aztecs.

CONTENT OUTLINE:

9. Aztec contributions
    a) Government
    b) Architecture
    c) Engineering
10. Pre-Incan cultures
11. Incas (1200's to 1500's A.D.)
    a) Geographic settlement
    b) Government
        (1) Welfare state
        (2) Diplomacy
        (3) Bureaucracy
    c) Economy
    d) Society
    e) Contributions
        (1) Highway systems
        (2) Postal service
        (3) Surgical techniques
    f) Decline

ACTIVITIES:

A. Design a bulletin board depicting the various contributions of the ancient Incas and Aztecs.

B. Construct an Aztec pyramid out of papier-mache' or other suitable materials.

C. Design the interior of an Aztec pyramid such as Tenochtilban.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVES: The student will be able to contrast the geographic differences among the three major ancient Central and South American civilizations.

CONTENT OUTLINE:

12. Contrast geographic settlements
    a) Maya: Jungle, plain
    b) Aztec: Desert, lakes
    c) Inca: Mountains

ACTIVITIES:

A. Create posters featuring the various land formations in ancient Central and South America. Use travel materials from consular offices or travel agencies to develop the posters.

B. From magazines cut out pictures of jungles, deserts, lakes, and mountains, and use these pictures as examples of Mayan, Aztec, and Incan geography.

C. As a group project, create a slide show depicting the geography of the sites of ancient American civilizations.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVES: The student will be able to locate and identify the four major areas of Latin America.

CONTENT OUTLINE:

13. Definition of geographic, cultural, and historical terms
    a) Mexico
    b) Caribbean Islands
    c) Central America
    d) South America

ACTIVITIES:

A. Using an outline map, shade the four major areas of Latin America.

B. Provide students with a geography puzzle of Latin America and have them fit the pieces in the proper locations.

C. Using an overhead projection map of Latin America, identify the four major areas and label each country.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

*OBJECTIVE: The student will be able to identify the Line of Demarcation and discuss its role in Spanish and Portuguese exploration and colonization.

CONTENT OUTLINE:

E. The European Nations begin to explore the world.
    1. Reasons for exploration
    2. Portuguese explorations
        a) Prince Henry the Navigator
        b) Exploration of Africa begins
        c) Motives for exploration
        d) Sea route to India opened
        e) Diaz sails around the Cape of Good Hope
        f) da Gama
            (1) Route to India
            (2) 1497
        g) Cabral
            (1) Brazil
            (2) 1500
        h) Portuguese conquests in the Far East
        i) The results of exploration and trade
    3. The Spanish Explorations
        a) The voyages of Columbus
        b) The Papal Lines of Demarcation

ACTIVITIES:

A. Write a journal of a seaman in the service of a Spanish explorer.

B. Make a chart listing Spanish and Portuguese areas of exploration.

C. Create a bulletin board showing the Line of Demarcation, Spanish and Portuguese routes of exploration, and areas of colonization.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to cite three reasons for western Europe's search for new lands.

CONTENT OUTLINE:

- c) Balboa
  - (1) Pacific Ocean
  - (2) 1513
- d) Ponce de Leon
  - (1) Florida
  - (2) 1513
- e) Magellan
  - (1) Circumnavigate the globe
  - (2) 1519
- f) Cortez
  - (1) Aztecs
  - (2) 1519
- g) Pizarro
  - (1) Incas/Peru
  - (2) 1532
- h) DeSoto
  - (1) Mississippi River
  - (2) 1541

4. France
   - a) Verrazano
     - (1) Atlantic Ocean
     - (2) 1532
   - b) Cartier
     - (1) St. Lawrence River
     - (2) 1535

ACTIVITIES

AC. List common attributes of early explorers and contemporary astronauts. Compare and contrast personal characteristics such as courage, curiosity, technical skills, and so forth.

B. Construct a chart listing possible reasons for exploration. Then list the European countries and draw lines from the countries to the appropriate reasons.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to cite three reasons for western Europe's search for new lands.

CONTENT OUTLINE: ACTIVITIES

- c) Champlain
  - (1) Canada/Quebec
  - (2) 1603
- d) Marquette and Joliet
  - (1) Upper Mississippi River Valley
  - (2) 1673
- e) LaSalle: Mississippi River Valley

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

***OBJECTIVE:** The student will be able to identify major European explorers, their respective countries, and the areas they explored.

CONTENT OUTLINE

5. England
    a) Cabot
        (1) Newfoundland
        (2) 1497
    b) Drake
        (1) Second to circumnavigate the globe
        (2) 1577
    c) Sir Walter Raleigh
        (1) Ronoake Island
        (2) 1587
    d) Cook:
        (1) Hawaiian Islands, Australia, and New Zealand
        (2) 1768
6. Portugal
7. Holland (The Netherlands)
    a) Hudson: 1609--New York Harbor, Hudson River, and Hudson Bay
    b) New Netherlands

ACTIVITIES

AB. Use an outline map to trace the trade routes used by European explorers to reach the New World.

C. Write a series of diary entries for a European explorer. Entries should include descriptions of the country explored, the hardships, enjoyable events, and so forth.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVES: The student will be able to discuss the European motives for conquest of America.

CONTENT OUTLINE:

F. Conquest of Indian Civilizations
   1. "God, glory and gold"
   2. Forcing Indians to convert to Christianity
   3. Fame and recognition
   4. Desire for material wealth: Gold and silver

ACTIVITIES:

A. Construct a visual bulletin board on the "God, gold and glory" concept.

B. On a map of Latin America, shade in the areas conquered by Cortez and Pizzaro. Label the conquerors and the conquered.

C. Perform a skit portraying priests, conquistadors and kings. The script should express the stated motives of "God, glory and gold."

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GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVES: The student will be able to provide reasons for the use of African slaves in Latin America.

CONTENT OUTLINE:

- G. Spanish settlement
  - 1. Encomienda economic system
    - a) Indian slaves
    - b) Reform: Las casas
    - c) Importation of African slaves
  - 2. Administration
  - 3. Role of the Church

ACTIVITIES:

A. Complete small group reports on Latin American slavery. The groups should represent African and Indian slaves, landowners, and priests. Each group should present an oral plea for either the abolition or continuation of slavery.

B. Present oral presentations on restricting African slaves in colonial Latin America.

C. Write a fictionalized account of the life of an African slave in Brazil in the 18th century.

GENERALIZATION: Human progress has most often occurred under conditions of intersocietal communication.

CONCEPTS: Multiple causation, cause and effect, change

OBJECTIVES: The student will be able to discuss the cosmopolitan nature of Latin American nations.

CONTENT OUTLINE:

4. Social structure
    a) Viceroy
    b) Peninsulares
    c) Creoles
    d) Mestizos
    e) Mulattoes
    f) Indians
    g) Africans
5. Extent of territory in North America

H. Portuguese settlement
1. Economic system
    a) Landholders
    b) Sugar industry
    c) Slavery
2. Administration
3. Role of the church
4. Social structure

ACTIVITIES:

A. Create listing of all the ethnic groups in Latin America and their major contributions to society.

B. Construct a collage illustrating Latin America's cosmopolitan makeup.

C. Design and paint a mural depicting the cosmopolitan nature of Latin America.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to evaluate the English victory over the Spanish Armada in reference to England's control of North America.

CONTENT OUTLINE:

I. Struggle for a continent
  1. Wars fought:
    a) Spanish Armada
    b) French and Indian War
    c) The American Revolution
  2. The results of these conflicts
  3. English settlement
    a) The Thirteen Colonies
    b) Acquisition of Canada
  4. French settlement
    a) Quebec
    b) Montreal
    c) Great Lakes
    d) Mississippi River Valley
  5. Dutch settlement

ACTIVITIES:

AC. Write articles in which students present opposing viewpoints on the English victory over the Spanish Armada and the influence that victory had on North America.

B. Create a poster depicting a Spanish galleon and a British man-of-war.

C. Conduct a panel discussion featuring prominent European explorers of North America representing various countries--example: Hudson, Cartier, La Salle, De Soto, etc.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to cite the three reasons for the decline of the Spanish empire in North America.

CONTENT OUTLINE:

J. Decline of Spanish domination in the western hemisphere
   1. Loss of naval power - 1588
   2. Domestic economic problems
   3. Domestic political problems

ACTIVITIES:

A. Research and give an oral report on the reasons for the decline of the Spanish empire.

B. Construct a chart detailing the major reasons for the decline of the Spanish empire in North America.

C. Conduct a case study of St. Augustine as a Spanish colony in North America. Stress its role in Spain's empire in North America.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to summarize the development and decline of the Ottoman Empire.

CONTENT OUTLINE

K. The Ottoman Empire (1450 A.D.)
  1. Suleiman I
  2. Gradual decline

ACTIVITIES

A. Write a short travel brochure that advertises a journey to the Ottoman Empire for people living in Europe.

B. Construct and decorate a chart depicting the important people, battles, and events of the Byzantine Empire.

C. Write a position paper that evaluates the strengths and weaknesses of Ottoman rule on the Middle East.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to discuss the effects of Christianity on the Chinese of the Ming Dynasty.

CONTENT OUTLINE

I. China
    1. Ming Dynasty (1368 - 1644)
        a) Examination system to select official
        b) Moved capital to Peking
        c) "Forbidden City": architectural gem
        d) Renewed interest in art and literature
        e) Reached its peak in sea power
    2. European impact
        a) Portuguese established a settlement at Macao in 1557
        b) Jesuits introduce Christianity
    3. Chinese art
        a) Last age of fine Chinese porcelain, 1644
        b) Kao-ts'en
            (1) Autumn Landscape
            (2) 1672

ACTIVITY

A. Role play a meeting between a Jesuit priest and a Ming emperor.

B. Create a timeline of the emperors of the Ming Dynasty.

C. Compare the religious philosophies of the Chinese and the Jesuit priests.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

*OBJECTIVE: The student will be able to analyze migration patterns of Africa.

COURSE OUTLINE

M. Africa
  1. Impact of migration and trade contacts on the development of African civilizations
     a) The Bantu migration begins
     b) Trade contacts
        (1) Egyptians
        (2) Carthaginians
        (3) Berbers
        (4) Others
  2. Musa's pilgrimage to Mecca in 1324
     a) Spectacular show of wealth
     b) Recorded in Europe
  3. Center of learning began in Timbuktu
  4. Began to decline in 1400's
  5. Songhay becomes great power (Islamic successor of Mali)
     a) Controlled West Africa
     b) Greatest ruler: Akia the Great
        (1) Reorganized the army
        (2) Improved banking and credit system
        (3) Developed intellectual center
     c) Center of education
        (1) University of Sankore-Timbuktu (15th/16th century)
        (2) Attracted scholars from Africa and the Far East

ACTIVITIES

A. As a small group activity, construct transparencies demonstrating the migration patterns of ancient African groups.

B. On an outline map, indicate migration patterns for ancient African groups with color coded arrows. Use these maps as a basis for a general class discussion for reasons for periodic migration.

C. Prepare small group reports on the various migration and trading patterns established in ancient Africa. Give special attention to the influence these patterns had on the economic and cultural development of various groups.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

*OBJECTIVE: The student will be able to analyze migration patterns of Africa.

COURSE OUTLINE | ACTIVITIES

6. Ethiopia suffers Moslem revolt in 1500's
7. Other kingdoms
    a) Benin
    b) Ife
    c) Oyo
    d) Hausa States (18th century)
    e) Ashanti kingdom (15-19th century)
8. Invasion of the civilizations of Sub-Saharan Africa
    a) Destruction of native rule
    b) Religious chaos
    c) Enslavement of millions of the young and strong
    d) Promotion of tribal wars

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to describe the major contributions of the two African empires and trace their boundaries.

COURSE OUTLINE

9. Ghana (700-1300 A.D.) Mansa Musa
    a) Oldest of early empires of the Sudan
    b) Gold exports
    c) Control of trans-Saharan trade
    d) Weakened by invasions from the Moslems
10. Mali (700-1500 A.D.) Moslem country
    a) The conquerors of Ghana
    b) Most famous kings
        (1) Sundista sects
        (2) Conga Musa

ACTIVITIES

A. Construct overhead transparencies showing the development of the two major ancient African empires. Start with Ghana, then overlay the later Mali empire.

B. Construct a chart demonstrating the contributions of each of the two ancient African empires. List each empire, dates of the empires at their peak, contributions, achievements, and leaders.

C. Design an illustrated time line along with transparencies to demonstrate the extent of the ancient African empires. Annotate the time line to show the points at which major achievements occurred in these empires. Compare the formation of these empires to events in Europe during these periods.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize the absolutist policies of the Stuart Kings which led to the English Civil War.

CONTENT OUTLINE:

N. English dynastic struggles
  1. James I (1603-1625)
  2. Charles I (1625-1649)
  3. Commonwealth (1649-1660)
  4. Charles II and James II
  5. William and Mary (1689-1702)
  6. Queen Anne (1702-1714)
  7. House of Hanover: George II (1727-1760)
  8. The Holy Roman Empire
  9. War of Dutch Independence
  10. Sweden
  11. Prussia

ACTIVITIES:

A. Write an editorial on the plight of the Rump Parliament.

B. Write a short report on the death of Charles I.

C. Write a speech to be given by James I which defends his stand on the divine right of kings.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

*OBJECTIVE: The student will be able to describe significant achievements and personalities of the Age of Enlightenment.

CONTENT OUTLINE:

O. The Age of Enlightenment
   1. Astronomy
   2. Physics, chemistry, biology, medicine
   3. Mathematics and natural philosophy
   4. Political and economic thought
   5. Scientific academies

ACTIVITIES:

A. Initiate an inquiry lesson on the Age of Enlightenment by constructing a list of conditions that encourage scientific inquiry. Compare the list prepared by the students with evidence of the existence of those same conditions during the Age of Enlightenment. Analyze conditions today which encourage inquiry.

B. Create a chart of the scientific achievements of the Age of Enlightenment that are still an active part of contemporary life.

C. Do case studies of major figures in the Age of Enlightenment. Compare findings to determine common characteristics among the major figures.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

CONTENT OUTLINE:

P. Enlightenment Literature
  1. Samuel Pepys
    a) Diary
    b) 1660-1669
  2. Thomas Fuller
    a) Worthies of England
    b) 1662
  3. John Milton
    a) Paradise Lost
    b) 1667
    c) Paradise Regained
    d) Samson Agonistes
    e) 1671
  4. John Bunyan
    a) Pilgrim's Progress
    b) 1678
  5. John Dryden
    a) Absalom and Achitophel
    b) 1681
  6. Johnathan Swift
    a) Battle of the Books
    b) 1704
  7. Joseph Addison and Richard Steele
    a) The Tatler
    b) 1709-1711
    c) The Spectator
    d) 1711-1712
  8. Alexander Pope
    a) Essay on Criticism
    b) 1711

ACTIVITIES:

(Note: The Content Outline contains an extensive list of classic works of literature and art from the Age of Enlightenment. Use your own judgment in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English Department and Art Departments is recommended for this section.)

A. Read and report on one of the authors listed in the Content Outline. Include reference to excerpts or short portions of the work selected.

B. Write a brief research report on one of the authors or artists listed in the Content Outline.

C. Select an excerpt from one of the books listed in the Content Outline. Write and present to the class a brief analysis of the excerpt and why it was selected.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

CONTENT OUTLINE:

c) Rape of the Lock
d) 1712-1714

9. Daniel Defoe
    a) Robinson Crusoe
    b) 1719
    c) Journal of the Plague Year
    d) 1722
    e) Moll Flanders
10. Johnathan Swift
    a) Gulliver's Travels
    b) 1726
    c) A Modest Proposal
    d) 1729
11. Benjamin Franklin
    a) Poor Richard's Almanac
    b) 1732-1757
12. Samuel Richardson
    a) Pamela
    b) 1740
13. Johnathan Edwards
    a) Sinners in the Hands of an Angry God
    b) 1741
14. Henry Fielding
    a) Joseph Andrews
    b) 1742
    c) Tom Jones
    d) 1749

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

CONTENT OUTLINE: ACTIVITIES:

17. Samuel Johnson
    a) The Rambler
    b) 1750-1752
    c) Rasselas
    d) 1759
18. Thomas Gray
    a) Elegy Written in a Country Churchyard
    b) 1751
19. Issac Sterne
    a) Tristam Shandy
    b) 1760-1767
20. Horace Walpole
    a) Castle of Otranto
    b) 1764
21. Oliver Goldsmith
    a) The Vicar of Wakefield
    b) 1766
    c) Deserted Village
    d) 1770
22. Benjamin Franklin
    a) The Autobiography of Benjamin Franklin
    b) 1771

Q. Works influenced by the Enlightenment
1. Thomas Gray
    a) Elegy Written in a Country Church Yard
    b) 1750
2. Voltaire
    a) Candide, 1759
    b) Treatise on Tolerance, 1763

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

CONTENT OUTLINE:

3. Jean Jacques Rousseau
   a) The Social Contract
   b) 1762
4. Oliver Goldsmith
   a) The Deserted Village, 1770
   b) She Stoops to Conquer, 1773
5. Benjamin Franklin
   a) Autobiograph
   b) 1771
6. Thomas Jefferson
   a) Summary View of the Rights of British America, 1774
   b) Declaration of Independence, 1776
7. Adam Smith
   a) Wealth of Nations
   b) 1776
8. Thomas Paine
   a) Common Sense, 1776
   b) The Crisis
   c) Rights of Man, 1791
   d) Age of Reason, 1794
9. Samuel Johnson
   a) Lives of the Poets
   b) 1779
10. Noah Webster
    a) Grammatical Institute of the English Language, 1783
    b) Compendious Dictionary of the English Language, 1806

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

CONTENT OUTLINE: ACTIVITIES:

11. Alexander Hamilton, John Jay, James Madison
    a) The Federalist
    b) 1787
12. William Blake
    a) Songs of Innocence, 1789
    b) Songs of Experience, 1794
13. Mary Wollstonecraft
    a) Rights of Women
    b) 1792

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GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Baroque art and architecture.

CONTENT OUTLINE

R. Baroque Art
  1. St. Peter's
    a) Rome
    b) 1607 A.D.
  2. *David* (Marble)
    a) Gianlorenzo Bernini
    b) Rome
    c) 1623 A.D.
  3. Triumph of the Name of Jesus (Fresco)
    a) Giovanni Battista Gaulli
    b) Rome
    c) 1672 A.D.
  4. *The Monastery of Melk*
    a) Jakob Prandtauer
    b) Austria
    c) 1702 A.D.
  5. *A Pilgrimage to Cythera*
    a) Antoine Watteau
    b) 1717 A.D.
  6. *The Night Watch*
    a) Rembrandt
    b) Amsterdam
    c) 1642 A.D.

ACTIVITIES

ABC. Conduct a case study of one of the examples of Baroque art and architecture presented in the content outline. Present brief research papers on the background and artistic importance of the building. Include slides of art and architecture in the Baroque style. Create bulletin board or other displays of material gathered about these buildings. Invite an architect or art teacher to class to discuss the technical aspects and artistic aspects of these buildings.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, State Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Baroque art and architecture.

CONTENT OUTLINE | ACTIVITIES

7. Maids of Honor
    a) Diego Velazquez
    b) Madrid
    c) 1656 A.D.
8. The Palace of Versailles
    a) Jules Hardouin-Mansart
    b) 1669 A.D.
9. The Louvre
    a) Claude Perrault
    b) Paris
    c) 1667 A.D.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to analyze Japanese industrial development.

CONTENT OUTLINE

S. Japan
  1. Muremachi period (1338-1573)
    a) Noh
    b) Ikebana (flower arrangements)
    c) Tea ceremony
    d) Arrival of Portuguese: 1542
    e) St. Francis Xavier introduced Christianity in 1549
  2. Tokugawa period: 1600-1867
    a) Ban on Japanese travel abroad - 1636
    b) Expulsion of Portuguese traders: 1636
    c) Commodore M. Perry arrives - 1853
    d) Beginning of international trade
  3. Meiji period: 1868-1912
    a) Foreign trade increases
    b) Sino-Japanese War - 1894
    c) Russo-Japanese War - 1900
    d) Industrialization and expansion of Japan

ACTIVITIES

A. Role play a meeting between Commodore Perry and Japanese officials. Develop arguments about opening trade that each side could have used at that meeting.

B. Using Japanese drawing style, draw sketches of Commodore Perry's ships arriving in Japan.

C. Complete group reports on the parallel development of Great Britain and Japan. Comparisons should be made with respect to size, location, availability of raw materials, cultural development, imperialistic ambitions, etc. Both reports should be made orally to the class followed by open discussion of issues raised.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Japanese art.

CONTENT OUTLINE

4. Japanese art
    a) Potter Toshiro
        (1) Starts procelain manufacturing
        (2) Japan, 1227
    b) Erection of Sanju Sangendo Temple
        (1) Kyoto, Japan
        (2) 1266
    c) "Ukiyoe" painting, 1550
    d) Hon-ami Koetsu
        (1) Japanese artist
        (2) 1558
    e) Kano Motonobu
        (1) Court painter
        (2) 1559
    f) General Toyotomi Hideyoshi, 1583
    g) Painter Ogota Korin
        (1) Unites the two imperial schools of Japanese painting - Kano and Yamato
        (1) 1702
    h) Kitagawa Utamaro, 1753
    i) Okyo
        (1) Japanese painter
        (2) 1795
    j) Ando Hiroschige
        (1) Painter
        (2) 1797
    k) Ando Hiroshige
        (1) Painter
        (2) 1832

ACTIVITIES

ABC. Present brief oral and written reports on the characteristics of Japanese art. Supplement the presentations with slides showing examples of Japanese art. Examine the themes, subjects, and topics used by the artists. Contact the Japanese Embassy for information concerning the art of that country. The current mailing address is listed in the resource section.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the Louisiana Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Japanese art.

CONTENT OUTLINE ACTIVITIES

1) Katsushika Hokujai
    (1) painter
    (2) 1849

UNIT V

Later Modern Age

During this period (1700-1919), western civilization is characterized by increasingly democratic governments, industrialized economies, advances in technology, and increasingly nationalistic and imperialistic attitudes. In the Americas, the emergence of the United States as an industrial and imperial power is noted. The Latin Americas--South America, Central America, the Caribbean, and Mexico--achieve independence and develop their own national institutions. Increasingly, the vulnerable areas of Asia such as China, India, and Indo-China, are victims of Western imperialism, as is Africa. Increasingly, we note during this unit that the world is so interconnected that events in one area profoundly affect other areas. Thus national rivalries and imperialism of the western powers contribute to World War I whose causes, course, and global results are noted.

Schools of art during this period are varied, but can generally be placed in four categories: Romanticism, Neo-Classicism, Realism, and Impressionism. Romanticism desired a return to nature and their paintings idealized emotions. Neo-Classicism was a new revival of classical antiquity. Realism viewed people as types rather than individuals and represented them with a photographic eye to detail. Impressionism was realistic in form but created an impression of a subject rather than a true representation.

Literature and art during this period are closely related. Romanticism glorified nature and the nobility of the individual man. Neo-Classical literature returned to the classical forms and styles personified through domestic tragedy, extensive use of blank verse, journals, and literary criticism. During the Victorian period, literature was affected by Darwinian science, the Industrial Revolution, and the rise of the new middle class. Novels and magazines featuring political and social criticism became popular literary forms. Realism in literature centered its attention on the immediate, the here and now, the specific action, and the verifiable consequence. Generally, the writers were pragmatists and the truth they sought to find and express was a relativistic truth, verifiable by experience. In addition, they were believers in democracy, and the materials they elected to describe were the common, the average, the everyday. They protested against the failures and sentimentality which they thought had dominated the romantic period and believed that language which was simple, clear, and direct provided the most desirable vehicle.

Music during this period moved from the rigid formalism of the Neo-Classical period through the lush evocations of the Romantic Age.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize the events leading to the French Revolution.

CONTENT OUTLINE:

V. Later Modern Period (c. 1700-1919)
    A. Europe through World War I
        1. The French Revolution
            a) External influences
            b) Domestic problems
            c) Failure of attempted reforms under Louis XVI
            d) Proximate causes
            e) Events of the Revolution
            f) The impact of the French Revolution
                (1) Upon France
                (2) Upon Europe

ACTIVITIES:

A. Make a chart of major events leading to the attack on the Bastille.

B. List events which lead to the French Revolution.

C. Role play an aristocrat and a revolutionary peasant meeting to discuss their differences.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

*OBJECTIVE: The student will be able to discuss Napoleon's contribution to law and government.

CONTENT OUTLINE:

2. Napoleon (1799)
    a) Military campaigns
    b) Major events
    c) Accomplishments

ACTIVITIES:

A. Write a brief summary of the Napoleonic Code.

B. Write a newspaper article on Napoleon's first day on the island of Elba. Emphasize his past accomplishments.

C. Draw a cartoon showing Napoleon's Continental System and his other accomplishments.

GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution, ideology

OBJECTIVE: The student will be able to explain how the Metternich System led to a period of reaction and revolt in Europe.

CONTENT OUTLINE:

3. Political reorganization of Europe under Napoleon
    a) The reconstruction of Italy
    b) The reorganization of the Germanies
4. The Congress of Vienna
    a) Organization and representation
        (1) Quadruple Alliance
        (2) Metternich and Talleyrand
        (3) Czar Alexander and the Holy Alliance
    b) Principles: Legitimacy and compensation
    c) Factors ignored: Nationalism and liberalism
    d) Congressional rearrangement of Europe
5. The Reactionary Period
    a) The Metternich System
    b) The Austrian Empire
    c) France
    d) England
    e) The Concert of Europe
6. The Revolution of 1848-1849
    a) The French Revolts of 1848
    b) The Hapsburg Empire
    c) Germany
7. The Second French Empire
8. The Unification of Italy
    a) Italian nationalism
    b) Unification
    c) Wars of liberation and unification
9. The Unification of Germany
    a) Leadership of Bismarck
    b) Franco-Prussian War

ACTIVITIES:

A. Make a chart of the revolution of 1848-1849 listing leaders, causes, and results.

B. Make a poster showing the leaders of the Revolution of 1848-1849.

C. Write a short paper comparing the views of liberals of the age of Metternich with the views of liberals today.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

*OBJECTIVE: The student will be able to describe the Industrial Revolution.

CONTENT OUTLINE:

10. Nationalism and liberalism
    a) The rise of Romanticism
    b) The Industrial Revolution
        (1) Transportation
        (2) Textile industry
        (3) Factory system
        (4) Social and economic impact
    c) Trade unions
    d) Marxism

ACTIVITIES:

A. Chart the most important reasons for the Industrial Revolution

B. Make a list of inventions developed during the Industrial Revolution.

C. Create a password game using inventions developed during the Industrial Revolution.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss the theory of mercantilism and its effect on expansion and colonialism.

CONTENT OUTLINE:

11. Expansion and Colonialism
    - a) The British Empire
    - b) France
    - c) Italy
    - d) Germany
    - e) Belgium
    - f) Portugal

ACTIVITIES:

A. Make a poster showing the major European powers and the areas they sought to colonize.

B. Create a chart which compares and contrasts the effects of mercantilism on various European countries.

C. Role play an interview with the Foreign Minister of a major European country. Focus on his opinion of the theory, benefits, and disadvantages of mercantilism.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to explain how the alliance system led to World War I.

CONTENT OUTLINE:

12. European Rivalries and World War I
    a) Background causes of World War I
        (1) Imperialism
        (2) Militarism
        (3) Nationalism
    b) The alliance system
        (1) Triple Alliance
        (2) Triple Entente
    c) Crises
        (1) Africa
        (2) Pacific
        (3) Balkans

ACTIVITIES:

A. Create a diagram of the alliance system after the Balkans War.

B. Create an annotated time line describing the evolution of the alliance system after the Balkans War.

C. Create a color coded map of Europe showing the countries involved in the Triple Alliance and the Triple Entente.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to describe the major events which took place in Western Europe during World War I.

CONTENT OUTLINE

- d) Beginnings of World War I
  - (1) Events at Sarajevo
  - (2) Alliance system
- e) The war
  - (1) Central Powers
  - (2) Allied Powers
  - (3) War in Europe, 1914-1917
  - (4) War outside Europe, 1914-1917
  - (5) U.S. enters the war, 1917
  - (6) Russian Revolution, 1917
  - (7) Defeat of Central Powers

ACTIVITIES

A. Create an annotated timeline listing and describing the major military and political events World War I.

B. Color code a map of the major military campaigns of World War I.

C. Read and discuss accounts (newspaper, magazine, or novels) of the military campaigns during World War I.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

OBJECTIVE: The student will be able to discuss the reasons why World War I was not the "war to end all wars."

CONTENT OUTLINE:

13. The peace settlement of 1919
    a) The Big Four
    b) Wilson's Fourteen Points
    c) Dividing the spoils
    d) The new map of Europe and the world
    e) Results of the war and treaty

ACTIVITIES:

A. Write a report on the League of Nations.

B. Create a chart of the long- and short-term results of World War I. Identify the impact that the war had on each country involved.

C. Role play a German national in post-World War I. Discuss German discontent over the Treaty of Versailles with Woodrow Wilson.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

14. Romantic and Neoclassical art
    - a) Lord Burlington and William Kint
        - (1) Chiswick House, London
        - (2) 1725 A.D.
    - b) Jean-Auguste Ingres
        - (1) Odalisque
        - (2) Paris
        - (3) 1814 A.D.
    - c) Goya
        - (1) The Third of May
        - (2) Madrid
        - (3) 1808
    - d) Eugene Delacroix
        - (1) Greece Expiring on the Ruins of Missolonghi
        - (2) Bordeaux
        - (3) 1827 A.D.
    - e) Karl Langhans
        - (1) The Brandenburg Gate
        - (2) Berlin
        - (3) 1788 A.D.
    - f. Sir Charles Barry
        - (1) The Houses of Parliament
        - (2) London
        - (3) 1836 A.D.
    - g. Charles Garnier
        - (1) The Opera in Paris
        - (2) 1861 A.D.

ACTIVITIES:

(NOTE: The Content Outline contains an extensive list of classic works of literature and art from the Romantic, Neoclassic, and Later Modern Era. Use judgement in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English Department and Art Departments is highly recommended for this section.)

A. Research and report on one of the authors or artists listed in the Content Outline. Include oral readings of excerpts from the work selected.

B. Write a brief research report on one of the authors or artists listed in the Content Outline.

C. Find a synopsis of one of the works listed in the Content Outline. Prepare a brief oral report on the selected book which includes an excerpt. Discuss the excerpt with the class.

Alternate

ABC. Present brief oral and written reports on the characteristics of Romantic, Neoclassical, and later Modern Art. Supplement the presentations with slides showing examples of art and excerpts

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

h. Benjamin West
   (1) The Death of General Wolfe
   (2) 1707 A.D.
i. Jacques Louise David
   (1) The Death of Socrates
   (2) France
   (3) 1787 A.D.
j. Theodore Gericaulit
   (1) The Raft of the Medusa
   (2) Paris
   (3) 1818 A.D.

ACTIVITIES:

from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

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GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE: ACTIVITIES:

15. Literature of the Later Modern Era
    a) M. G. Lewis
        (1) The Monk
        (2) 1796
    b) Wordsworth and Coleridge
        (1) Lyrical Ballads
        (2) 1798
    c) Wordsworth
        (1) Prelude
        (2) 1805
    d) Leigh Hunt
        (1) The Examiner
        (2) 1808
    e) Lord Byron
        (1) English Bards and Scotch Reviewers, 1809
        (2) Childe Harold, 1812
        (3) Prisoner of Chillon, 1816
        (4) Manfred, 1817
    f) Washington Irving
        (1) Knickerbocker's History
        (2) 1809
    g) W. Scott
        (1) Lady of the Lake, 1810
        (2) Ivanhoe, 1820

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE: ACTIVITIES:

- h) J. Austen
  - (1) Sense and Sensibility, 1811
  - (2) Pride and Prejudice, 1813
- i) Samuel Coleridge
  - (1) Christabel, 1816
  - (2) Biographia Iteraria, 1817
- j) Mary Shelley
  - (1) Frankenstein, 1817
  - (2) Prometheus Unbound, 1820
- k) William Bryant
  - (1) Thanatopsis
  - (2) 1817
- l) John Keats
  - (1) Endymion
  - (2) 1818
- m) James F. Cooper
  - (1) Pioneers, 1823
  - (2) Last of the Mohicans, 1826
- n) John J. Audubon
  - (1) Birds of America
  - (2) 1828
- o) John Webster
  - (1) An American Dictionary
  - (2) 1828
- p) R. Lyell
  - (1) Principles of Geology
  - (2) 1830

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

q) Thomas Carlyle
  (1) Sartor Resartus, 1833
  (2) Past and Present, 1843
r) Ralph Waldo Emerson
  (1) Nature, 1836
  (2) The American Scholar, 1837
s) Charles Dickens
  (1) Oliver Twist, 1837
  (2) David Copperfield, 1849
  (3) Hard Times, 1854
t) John Greenleaf Whittier
  (1) Poems
  (2) 1837
u) John Ruskin
  (1) Modern Painters, 1843
  (2) Stones of Venice, 1851
v) George Sand
  (1) Lucrezia Floriane
  (2) 1846
w) E. Bronte
  (1) Wuthering Heights
  (2) 1845
x) C. Bronte
  (1) Jane Eyre
  (2) 1847
y) Longfellow
  (1) Evangeline
  (2) 1847

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

z) W. Thackeray
  (1) Vanity Fair
  (2) 1847
aa) John Stuart Mill
  (1) Political Economy
  (2) 1848
bb) Thomas Macaulay
  (1) History of England
  (2) 1848
cc) Karl Marx
  (1) Communist Manifesto, 1848
  (2) Das Kapital, 1867
dd) Elizabeth Browning
  (1) Sonnets from the Portuguese
  (2) 1850
ee) Alfred Tennyson
  (1) In Memoriam
  (2) 1850
ff) Nathaniel Hawthorne
  (1) Scarlet Letter, 1850
  (2) House of the Seven Gables, 1851
gg) Herman Melville
  (1) Moby Dick
  (2) 1851
hh) Harriet Beecher Stowe
  (1) Uncle Tom's Cabin
  (2) 1852
ii) Henry David Thoreau
  (1) Walden
  (2) 1854

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE: ACTIVITIES:

jj) Walt Whitman
  (1) Leaves of Grass
  (2) 1855
kk) Gustave Flaubert
  (1) Madame Bovary
  (2) 1856
ll) Charles Darwin
  (1) Origin of the Species, 1859
  (2) The Descent of Man, 1871
mm) John Stuart Mill
  (1) On Liberty
  (2) 1859
nn) Victor Hugo
  (1) Les Miserables
  (2) 1862
oo) Herbert Spencer
  (1) First Principles
  (2) 1862
pp) Abraham Lincoln
  (1) "Gettysburg Address"
  (2) 1863
qq) John Henry Newman
  (1) Apologia Pro Vita Sua
  (2) 1864
rr) Matthew Arnold
  (1) Essays in Criticism
  (2) 1865
ss) F. Dostoyevsky
  (1) Crime and Punishment
  (2) 1866

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

tt) L. Tolstoy
  (1) War and Peace
  (2) 1869
uu) Samuel Butler
  (1) Erewhon
  (2) 1872
vv) Matthew Arnold
  (1) Literature and Dogma
  (2) 1873
ww) Walter Pater
  (1) Studies in the Renaissance
  (2) 1873
xx) Thomas Hardy
  (1) Far from the Madding Crowd, 1874
  (2) Return of the Native, 1878
  (3) Mayor of Casterbridge, 1886
yy) J.S. Mill
  (1) Autobiography
  (2) 1874
zz) Mark Twain
  (1) Tom Sawyer, 1876
  (2) Huckleberry Finn, 1884
  (3) Life on the Mississippi, 1883
aaa) Henry James
  (1) The American
  (2) 1877
bbb) H. Ibsen
  (1) A Doll's House
  (2) 1879

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE: ACTIVITIES:

- ccc) Nietzsche
    - (1) Thus Spoke Zarathustra
    - (2) 1883-1892
- ddd) Sir Arthur Conan Doyle
    - (1) Adventures of Sherlock Holmes
    - (2) 1891
- eee) William Dean Howells
    - (1) Criticism and Fiction
    - (2) 1891
- fff) Oscar Wilde
    - (1) The Picture of Dorian Gray
    - (2) 1891
- ggg) Stephen Crane
    - (1) Maggie: A Girl of the Streets, 1893
    - (2) The Red Badge of Courage, 1895
- hhh) G. B. Shaw
    - (1) Arms and the Man
    - (2) 1894
- iii) H. G. Wells
    - (1) The Time Machine, 1895
    - (2) War of the Worlds, 1898
- jjj) Sigmund Freud
    - (1) Interpretation of Dreams
    - (2) 1900
- kkk) Joseph Conrad
    - (1) Lord Jim
    - (2) 1900
- lll) Theodore Dreiser
    - (1) Sister Carvie
    - (2) 1900

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

mmm) B. T. Washington
  (1) Up From Slavery
  (2) 1901
nnn) Paul Lawrence Dunbar
  (1) The Sport of the Gods
  (2) 1902
ooo) W. B. Yates
  (1) Cathleen Ni Houlihan
  (2) 1902
ppp) W. E. B. Du Bois
  (1) The Souls of Black Folk
  (2) 1903
qqq) Jack London
  (1) Call of the Wild
  (2) 1903
rrr) Upton Sinclair
  (1) The Jungle
  (2) 1906
sss) G. B. Shaw
  (1) Pygmalion
  (2) 1912
ttt) Robert Frost
  (1) A Boy's Will, 1913
  (2) North of Boston, 1914
uuu) D. H. Lawrence
  (1) Sons and Lovers
  (2) 1913
vvv) Vachel Lindsay
  (1) General William Booth, 1913
  (2) Enters Heaven, 1913

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

CONTENT OUTLINE:

www) Marcel Proust
  (1) A Remembrance of Things Past
  (2) 1913
xxx) E. L. Masters
  (1) Spoon River Anthology
  (2) 1915
yyy) Somerset Maugham
  (1) Of Human Bondage
  (2) 1915
zzz) James Joyce
  (1) Portrait of the Artist as a Young Man
  (2) 1916
aaaa) T. S. Elliot
  (1) The Love Song of J. Alfred Prufrock
  (2) 1917
bbbb) E. Remarque
  (1) All Quiet on the Western Front
  (2) 1929
cccc) Sean O'Casey
  (1) The Plough and the Stars
  (2) Juno and the Paycock
  (3) Shadow of a Gunman

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Realism, Impressionism, and Cubism.

CONTENT OUTLINE:

16. Realism and Impressionism
    - a) The Stone Breakers
        - (1) Gustave Corbet
        - (2) Dresden
        - (3) 1849
    - b) A Bar at the Folies-Bergere
        - (1) Edouard Manet
        - (2) London
        - (3) 1881
    - c) Le Moulin De La Galette
        - (1) Auguste Renoir
        - (2) Parish
        - (3) 1876
    - d) Prima Ballerina 1876
        - (1) Edgar Degas
        - (2) Paris
        - (3) 1876
    - e) Water Lilies, Giverny
        - (1) Claude Monet
        - (2) London
        - (3) 1907
    - f) Wheat Fields and Cypress Trees
        - Vincent Van Gogh
    - g) Arrangement in Black and White
        - (1) James Whistler
        - (2) Paris
        - (3) 1871

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of Realism, Impressionism, and Cubism. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the Louisiana Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Realism, Impressionism, and Cubism.

CONTENT OUTLINE:

17. Cubistic Art
    - a) Les Demoiselles D'Avignon
        - (1) Pablo Picasso
        - (2) New York
        - (3) 1906
    - b) Ambroise Vollard
        - (1) Pablo Picasso
        - (2) Moscow
        - (3) 1909
    - c) Guernica
        - (1) Pablo Picasso
        - (2) New York
        - (3) 1937
    - d) Brooklyn Bridge
        - (1) Joseph Stella
        - (2) Yale University, New Haven
        - (3) 1917
    - e) The Thinker
        - (1) Auguste Rodin
        - (2) New York
        - (3) 1879

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of Realism, Impressionism, and Cubism. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

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GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

*OBJECTIVE: The student will be able to analyze the causes of the American Revolution.

CONTENT OUTLINE:

B. U. S. through World War I
  1. European settlements
    a) Spanish
      (1) Florida
      (2) Southwest
    b) French: Louisiana
    c) English: Atlantic Coast
  2. American independence
    a) Causes of the American Revolution
      (1) Economic
      (2) Political
      (3) Social

ACTIVITIES:

A. Role play a member of the Continental Congress and a member of Parliament discussing the causes of the American Revolution.

B. Draw cartoons depicting causes of the American Revolution.

C. Write a letter from an American colonist to a relative in London explaining reasons for American discontent with British colonial policies.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to analyze the strengths and weaknesses of the Articles of Confederation.

CONTENT OUTLINE:

3. Formation of a government
    a) The Articles of Confederation
    b) Constitution of the United States

ACTIVITIES:

A. Construct a bulletin board comparing the strengths and weaknesses of the Articles of Confederation. Create a column which allows for a comparison of the United States Constitution.

B. Complete a chart identifying the weaknesses under the Articles of Confederation and the improvements achieved under the Constitution.

C. Conduct a "McNeil/Lehrer Report" kind of program on one aspect of the proposed Constitution. The report could include interviews with Madison, Hamilton, or Jay.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to list and explain the acquisition of western territories.

CONTENT OUTLINE:

4. The early 1800's
    a) Political implications
    b) Westward expansion
    c) Immigration

ACTIVITIES:

A. Draw a transparency map with overlays showing the acquisition of western territories using a chart with appropriate information to accompany the maps.

B. Using an outline map construct a legend indicating the acquisition of territories.

C. As a newspaper reporter accompanying the Lewis and Clark expedition, write a series of dispatches describing the progress of the expedition.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss how sectionalism led to secession.

CONTENT OUTLINE:

5. Sectionalism
    a) Political differences
    b) Social differences
    c) Economic differences
6. Secession

ACTIVITIES:

A. Conduct a mock interview with a southern plantation owner explaining the need for slavery in the South. For contrast, interview an abolitionist.

B. Construct a map indicating the products associated with major regions of the United States during the period just before the Civil War.

C. Conduct a "Point/Counter-Point" dialogue between John C. Calhoun and Daniel Webster.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to describe the major events of the American Civil War.

CONTENT OUTLINE:

7. The Civil War
    a) The election of 1860
    b) Major military events
    c) Factors in the defeat of the Confederacy
    d) Results

ACTIVITIES:

A. Simulate a meeting of southern political leaders as they discuss plans for secession.

B. Conduct a field trip to a Civil War battlefield/museum, for example, Ft. Hudson, Vicksburg, Confederate Museum, and so forth.

C. Role play a situation in which a family is split over which side to join in the Civil War.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to analyze the social, political, and economic impact of the Civil War on the United States, particularly on the South.

CONTENT OUTLINE:

8. Reconstruction

ACTIVITIES:

A. Have two groups of students within the class discuss the political, economic, and social impact of Reconstruction on the North and the South.

B. Write a series of short want ads by a freedman, a war veteran, or a former plantation overseer seeking employment after the Civil War.

C. Compile a list of publications concerning Reconstruction in Louisiana. Examine such things as books (*Reconstruction in Louisiana* Joe Gray Taylor), magazines (*American History Illustrated* or *Civil War Times*), journals (*Louisiana History Journal*), diaries, and so forth. Examine and report on these sources.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to discuss the importance of industrialization, immigration and the labor movement during the nineteenth century.

CONTENT OUTLINE:

9. The late 1800's
    a) Industrialization
    b) Labor movement
    c) Immigration

ACTIVITIES:

A. Construct a chart that visually depicts the products of the United States.

B. Draw a series of cartoons depicting aspects of the early labor movement, immigration, or industrialization.

C. Using Thomas Nast cartoons or excerpts from Upton Sinclair's The Jungle, write an analysis of the impact that they have had on the American public during this period.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to list the major imperialistic acquistions of the United States.

CONTENT OUTLINE:

10. Imperialism
11. Isolationism

ACTIVITIES:

A. Role play interviews with residents of territories acquired by the United States during the late nineteenth century. Conduct the interviews with small groups within the class. Focus the discussions on the attitudes of the territorial residents. Compare and contrast the views of the various residents.

B. On an outline map, indicate American overseas possessions between 1896 and 1917.

C. Conduct a case study of the American acquisition of the Hawaiian Islands. Conduct the study from the perspective of a Hawaiian nobleperson (Queen Liliuokalani), an American missionary, a Congressman, and American businessman, and an American diplomat assigned to the islands.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize America's involvement in World War I.

CONTENT OUTLINE:

12. World War I
    a) Causes for the United States' entry into the war
    b) American contributions to war effort
    c) Wilson's contributions to peace effort

ACTIVITIES:

A. Create a diagram demonstrating the European alliance system, and how that system caused the involvement of the major European nations in World War I. Then develop a chronology of the events which caused the United States to become involved in the war.

B. Show a movie about World War I such as "All Quieton the Western Front," "Johnny Got His Gun," or "Gallipoli."

C. Role play the Big Four at the Peace Conference. Compare student-generated terms with the actual armistice terms.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to identify major Canadian explorers and the regions they explored.

CONTENT OUTLINE:

C. Canada through World War I
    1. The Canada Act of 1791
    2. Explorers
        a) Alexander MacKenzie
        b) David Thompson
        c) Simon Fraser
    3. Moving toward self-rule

ACTIVITIES:

A. Create a geographic puzzle of Canada that the has to be pieced together. The pieces should be associated with the major explorers.

B. List the major Canadian explorers on a chart. Indicate the areas they explored, dates of exploration, countries for whom they explored, and so forth.

C. Write a set of journal entries of one of the Canadian explorers. Emphasize how cold the Canadian weather is as compared with that of Louisiana. Focus on the environment.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to trace the development of Canadian self-rule through five major events.

CONTENT OUTLINE:

4. Canadian Self-Rule
    - a) War of 1812
    - b) Canadian Revolt: 1837
    - c) Durham Report: 1839
    - d) The Union Act: 1840
    - e) British North American Act: 1867

ACTIVITIES:

A. Construct a chart listing the evolution of Canadian self-rule. Note especially how the French and English cultures were accommodated within the movement.

B. Design a simple time line of the major events facilitating the development of Canadian self-rule.

C. Contrast the Canadian movement toward self-rule with the Latin American nationalist movements through interviews with major figures in the movements in each area.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to outline the basic structure of the Canadian government.

CONTENT OUTLINE:

5. Canadian cabinet and governmental system
   a) Parliamentary process
   b) Provincial governments

ACTIVITIES:

AB. Create a chart comparing and contrasting Canadian government and United States government.

C. Simulate a Canadian parliamentary discussion of a major issue such as acid rain caused by United States industries along the Canadian border. Compare the parliamentary procedure used by the Canadians with the procedure used by the U.S. Congress to address a similar issue.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to outline the reasons for the independence movement of Spanish American and the subsequent failures of unification.

CONTENT OUTLINE:

D. Independence movement of Spanish America
  1. Leadership of the creoles
  2. Role of the mestizos
  3. Influence of American and French Revolutions
  4. South American Independence
    a) Leaders: Caudillos (Strongman precedent)
      (1) Miranda
      (2) Bolivar
      (3) San Martin
    b) Argentina (1810)
    c) Venezuela (1811)
    d) Chile (1818)
    e) Columbia (1819)
    f) Ecuador (1819): Modern
    g) Panama (1819): Modern
    h) Brazil (1821)
    i) Peru (1824)
    j) Bolivia (1824)
    k) Bolivar's failure to unite Latin America
      (1) Finance
      (2) Power struggle
      (3) Ambition

ACTIVITIES:

A. Create a chart listing the reasons for the independence movement in Spanish America. Include a time line denoting the years when each Latin American country achieved independence.

B. Write letters to the consulates of various Latin American countries requesting information on leaders of their colonial revolutions.

C. Prepare two overlay maps illustrating Spain's possessions in the Western Hemisphere before and after the colonial wars.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVES: The student will be able to trace the evolution of Mexican democracy from independence through the emergence of the National Revolutionary Party.

CONTENT OUTLINE:

5. Mexican revolutionary struggle
    - a) Beginning of the national period
        - (1) Indian revolt of 1810
        - (2) Independence - Iturbide
    - b) End of the republic
        - (1) Rule of Santa Anna (1832-1855)
            - (a) Boundary disputes with the United States
            - (b) Mexican-American War (1846-1847)
            - (c) Loss of territory
            - (d) Gadsden Purchase
            - (e) Economic decline
        - (2) Resignation of Santa Anna
    - c) Restoration of the federal system
        - (1) Adoption of new, liberal constitution
        - (2) Church land holdings broken up

ACTIVITIES:

A. Following brief library research, role play various personalities involved in the evolution of Mexican democracy.

B. Develop a time line denoting significant events in the development of Mexican democracy.

C. Prepare an overlay map contrasting the territory of the Mexican nation at the beginning and end of Santa Anna's rule.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to discuss ethnicity and the class struggle in Mexico from the beginning of the national period through the establishment of the National Revolutionary Party.

CONTENT OUTLINE:

e) Mexico enters new era of progress
    (1) Juarez
    (2) Land reforms
    (3) Improving human conditions
f) Diaz
    (1) Diaz dictator (1877-1910)
    (2) Corruption reigns
g) Revolution of 1910
    (1) Madero deposes Diaz
    (2) Huerto seizes power
h) Civil War (1913)
    (1) Coalition of Villa, Carranza, and Zapata
    (2) Carranza restoring order
    (3) Villa raids
    (4) Zimmerman Affair
i) Constitution of 1917
    (1) Land redistribution
    (2) Stability
    (3) Mestizos political dominance

ACTIVITIES:

A. Make a pyramid poster contrasting the class and ethnic levels of power during the National Period and establishment of the National Revolutionary Party.

B. Make a collage portraying various class levels in the United States and compare and contrast with those of Mexico.

ABC. Role play a television feature reporter assigned to cover Pancho Villa and Emiliano Zapata during the Mexican Revolution. Write an account of your impressions and report to the class on the "Six O'Clock-Eyewitness News."

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time and chronology, historiography

OBJECTIVE: The student will be able to explain the major tenets of the Monroe Doctrine.

CONTENT OUTLINE:

d) France attempts to establish an empire in Mexico
    (1) Napoleon makes Maximilian emperor
    (2) Monroe Doctrine
    (3) United States/Mexico force French out

ACTIVITIES:

A. Draw and caption a political cartoon pertaining to the Monroe Doctrine.

B. Construct a time line showing instances in which the Monroe Doctrine has be used in the 19th century.

C. Read the text of the Monroe Doctrine and discuss its implications and ramifications.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to identify the major events in the Central American independence movement.

CONTENT OUTLINE:

6. Central American independence
    a) 1821 Declaration of Independence
    b) United Provinces of Central America
        (1) Guatemala
        (2) Nicaragua
        (3) Honduras
        (4) El Salvador
        (5) Costa Rica

ACTIVITIES:

A. Create a collage depicting the independence movement in Latin America. Create individual elements in the collage representing each country.

B. Create a bulletin board display depicting the independence movement in Latin America. Send requests for information about the independence movement to each country's consulate or embassy. Use the information gathered to enrich the display.

C. Invite a resource speaker to talk on the independence movement in Latin America. Exchange students or newly arrived immigrants from a Latin American country would be useful resource people.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to explain early imperialism and dollar diplomacy in the Caribbean and in Central America.

CONTENT OUTLINE:

6. (Continued)
    - c) Dollar diplomacy
    - d) Imperialism

ACTIVITIES:

ABC. Bring in various products from Latin American countries and display them. Supplement the display with graphs and charts showing the economic importance of these items to the respective countries. Conduct a group discussion of the importance of the American market for these products and the involvement of American business with the products.

ABC. Conduct a "point/counter-point" presentation on American involvement in Latin America. One point of view should be that of a Latin American nationalist and the other should be that of an American international businessman.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to report the major influences on Caribbean independence.

CONTENT OUTLINE:

7. Independence in the Caribbean
    a) Liberation of Haiti (1804)
        (1) Toussaint L'Ouverture
        (2) Foreign investment dominance
        (3) Instability (1804-1815)
        (4) United States occupation (1815-1934)
    b) Santo Domingo (1821)
        (1) Revolutions
        (2) Economic problems
        (3) Foreign control

ACTIVITIES:

ABC. Conduct a group presentation on the independence movement in the Caribbean area. Members of the group should conduct case studies of the leaders of the movement, philosophical reasons used to justify revolts, and the condition which allowed the movement to succeed.

B. Construct an illustrated time line of the events in the Caribbean independence movement. Place pictures of the leaders, principal events, and so forth, on line at the appropriate place.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to enumerate the possible reasons for the Spanish-American War.

CONTENT OUTLINE:

7. (Continued)
    c) Puerto Rico
        (1) Self-rule gained from Spain
        (2) Spanish-American War saw island become United States possession
    d) Cuba
        (1) Revolution of 1895
            (a) Jose Marti
            (b) Antonio Maceo
        (2) Maine incident
        (3) Spanish-American War (1898)
        (4) Cuban independence (1902)
        (5) Roosevelt corollary

ACTIVITIES:

A. Print a series of newspaper headlines giving reasons for the Spanish-American War. Create headlines which reflect both the American and Spanish perspectives. Use both sets of headlines to initiate a class discussion of the reasons.

B. Create a collage depicting the Spanish-American War. Elements of the collage should include illustrations of the reasons for the war.

C. Role play a newspaper reporter writing the initial story on the sinking of the "Maine." Write the story with appropriate headlines from these three perspectives: those of an American reporter, a Cuban reporter, and a Spanish reporter.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to identify the reasons for European interest in Africa.

COURSE OUTLINE

E. Africa: Explored and divided
   1. Lack of initial interest
      a) The "Dark Continent" concept
      b) Interest in the East - Lack of interest on the part of the Portuguese
      c) The long voyage around Africa
   2. Attitude changes
      a) Dutch East India Company
      b) South African weather and good agricultural soil
      c) European economic interest: Gold, ivory, diamonds, land
      d) Boers: Dutch farmers

ACTIVITIES

A. Role play a travel agent encouraging tours to Africa. Develop a brochure that will attract European visitors to a selected area of Africa.

B. On an outline map of Europe and Africa, label the natural resources in Africa that were of interest to European nations. Demonstrate the trade relations between the European nations and Africa, using color coded lines.

C. Conduct a case study of Sir Cecil Rhodes as an example of European economic imperialism. Evaluate the concept of economic imperialism in Africa through this case study.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to identify important advantages and disadvanges of the Stanley-Livingstone expedition into Africa.

COURSE OUTLINE

e) The African slave trade
f) The importance of Henry Stanley and David Livingstone

ACTIVITIES

A. Write journal entries for Henry Stanley or David Livingstone. Create journal entries of both favorable and unfavorable observations. Based on these entries, write a letter to a friend in Europe discussing the advantages and disadvantages of the expedition.

BC. Role play the meeting of Livingstone and Stanley. Include the trading of stories between the two explorers.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to identify the geographic areas controlled by European powers and explain how this exploration contributed to Africa's problems and divisions.

COURSE OUTLINE

g) European Nations divide Africa
  (1) France: Algeria, Morocco, Tunis, North Africa, etc.
  (2) England: Cape Town, Egypt, Sudan, etc.
  (3) Belgium: Congo
  (4) Portuguese: Angola, Mozambique, Guinea
  (5) Germany: Southwest Africa, East Africa
  (6) Italy: Libya, Somaliland, Eritrea
  (7) Independent areas of Africa

ACTIVITIES

A. Write brief reports on the "Belgian Congo" as an example of European colonization in Africa.

B. On an outline map of Africa, shade in the areas controlled by various European powers. Make a legend to complement the map.

C. List problems Africans experienced as a result of European exploration. Use the list of problems as a basis for a class discussion. Encourage students to use their texts and other references to support their viewpoints.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify the examples of African art.

COURSE OUTLINE

- h. African Art
  - (1) Hornblower, Bronze
    - (a) Benin, Nigeria
    - (b) 1500's
  - (2) Guardian Figure
    - (a) Bakota, Gabon
    - (b) 1900's
  - (3) Male Portrait Head
    - (a) Ife, Nigeria
    - (b) 1900's

ACTIVITIES

ABC. Present brief oral reports on the characteristics of African art. Supplement the presentations with a slide presentation showing examples of African art. Examine the themes, subjects, and topics used by the artist. Invite the art teacher to give additional information about the area.

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GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze foreign influences on China.

CONTENT OUTLINE

F. China through World War I
  1. Western influences
    a) Opium War: 1839 - Hong Kong given to Britain
    b) Open Door policy
    c) Boxer Rebellion: 1900

ACTIVITIES

A. Produce an editorial cartoon on one of the following issues: the queue, Boxer Rebellion, Opium War. The cartoon should present the Chinese point of view.

B. Create a series of maps identifying areas of China in which European countries had "treaty ports."

C. Write a feature story on the Nanking Treaty between China and Great Britain. Examine the historical context, practical advantages, and future of Hong Kong under this treaty.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze foreign influences on China.

CONTENT OUTLINE

    d) Jesuits introduce Christianity
2. Manchu dynasty (Ch'ing) (1644 - 1911)
    a) Manchu and Chinese kept apart
    b) Wearing of queue: long "pigtail" worn by adult males
    c) Extended the empire: Korea, North Vietnam, Burma, and Thailand

ACTIVITIES

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to trace the development of Australia from the earliest colonial period to the present.

CONTENT OUTLINE

G. Australia through World War I
  1. Australia: Exploration
     a) Dutch: 1606
     b) English: 1770
  2. Later development
     a) Shipload of convicts: 1788
     b) Tree settlers: 1793
     c) Self-government: 1850
     d) Gold discovered: 1851
  3. Commonwealth status: 1901
  4. Involvement in World Wars I and II

ACTIVITIES

A. Create an annotated time line of the history of Australia. Highlight events and people who have been significant in the history of Australia from the colonial period to the present.

B. Create an collage depicting the history of Australia. Feature important events and personalities in its history.

C. Compare the United States with Australia with respect to the following areas: Treatment of native populations, immigration policies, settlement, character of the people, ethnic colonists, role within their geographic region, etc.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to describe and analyze recent political developments in India.

CONTENT OUTLINE

H. Unrest in India through World War I
  1. Political turmoil
  2. Religious conflict
  3. Overpopulation

ACTIVITIES

ABC. Have one group of students (B's) collect pictures and basic information about India which another group (A's) can compile into a scrapbook that a third group (C's) will use as an exhibit in a travel commercial for India.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Evolution/revolution, change

OBJECTIVE: The student will be able to analyze the influence of European colonization on Indian independence.

CONTENT OUTLINE

1. Indian independence movement
    a) Mohandas Gandhi
    b) Religious conflict

ACTIVITIES

A. Write a newspaper article on Indian independence. Decide whether you will write for the "London Times" or the "New Delhi Daily." Note the different perspective on each story.

B. Chart the involvement of European nations in India. List the country, period of involvement, area(s) occupied, and impact on cultural, political, and/or economic change in India.

C. Do comparative case studies of civil disobedience in India and the United States as reflected by the actions of Mohandas Gandhi, Henry David Thoreau, and Dr. Martin Luther King, Jr.

UNIT VI

The Inter-War Period and World War II

This unit encompasses the period 1920 through 1945, from the end of World War I to the end of World War II. The first theme of this unit deals with the causes and disastrous world-wide effects of the Great Depression, which led, in great part, to a loss of faith in liberal, democratic, capitalistic systems. In various areas of Western Europe, Japan, China, and Latin America, extreme political forms such as Italian, Fascism, German Nazism, Japanese National Militarism, and Communism found adherents. World War II was the result of a series of aggressive actions by the Axis powers of Italy, Germany, and Japan involving all areas of the world and all peoples. The causes of World War II and its effects are covered in this unit. Emphasis is placed on the moral question of personal responsibility versus the demands of the State.

The style of Frank Lloyd Wright greatly influenced architecture of the period. In art there were two major styles: Surrealism and Abstract. Surrealism was developed out of exploration of the human mind and psychoanalysis. The dream state was the realm of the surrealist. Abstract painting used intrinsic form with little or no attempt at pictorial representation.

Modernism in literature involved a distinctive kind of imagination, often infusing within the work a sense of alienation, loss, and despair. It rejected not only history but also traditional values and the rhetoric by which they were communicated. Furthermore, the literature elevated the individual and the inner being over the social being, and preferred the unconscious to the self-conscious. In many respects it was anti-intellectual, celebrating passion and will over reason and thrived on experimentation with form, symbol, and myth.

In serious music there was much experimentation especially with forms, scales, and the use of jazz rhythms. There was an explosion in popular music due to the growing number of radios and talking movies.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to outline the problems brought about by the Great Depression and the New Deal programs used to counter the Great Depression.

CONTENT OUTLINE:

VI. The Inter-war period and World War
    A. The U.S. during the Inter-war period
        1. Return to isolationism
        2. Conservatism
        3. The Great Depression
        4. The New Deal

ACTIVITIES:

A. Compose class newspaper articles covering events and problems during the Great Depression. Compare these articles with some that were produced during that period.

B. Play some Depression Era songs such as "Brother, Can You Spare a Dime." Analyze the lyrics and discuss how they reflected the times.

C. Conduct an oral interview with a person who lived during the Great Depression. Ask the resource person to describe the period.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art of the Inter-war period.

CONTENT OUTLINE:

B. Literature of the Period
  1. F.S. Fitzgerald
    a. This Side of Paradise, 1920
    b. The Great Gatsby, 1925
  2. T.S. Eliot
    a. The Waste Land
    b. 1922
  3. James Joyce
    a. Ulysses
    b. 1922
  4. F.S. Forster
    a. A Passage to India
    b. 1924
  5. Andre Gide
    a. The Counterfeiters
    b. 1925
  6. Franz Kafka
    a. The Trial
    b. 1925
  7. Theodore Dreiser
    a. An American Tragedy
    b. 1925
  8. Adolf Hitler
    a) Mein Kampf
    b) 1925
  9. Ernest Hemingway
    a) The Sun Also Rises, 1926
    b) A Farewell to Arms, 1929
    c) For Whom the Bell Tolls, 1940

ACTIVITIES:

A. Read and report on one of the authors listed in the Content Outline. Include reference to excerpts or short portions of the work selected.

B. Write a brief research report on one of the authors or artists listed in the Content Outline.

C. Select an excerpt from one of the books listed in the Content Outline. Write and present to the class a brief analysis of the excerpts and why it was selected.

(NOTE: The Content Outline contains an extensive list of classic works of literature and architecture from the Inter-war period. Use judgment in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English Department is recommended for this section.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

CONTENT OUTLINE:

10. Virginia Woolf
    a) To the Lighthouse
    b) 1927
11. James Weldon Johnson
    a) God's Trombones
    b) 1927
12. D. H. Lawrence
    a) Lady Chatterley's Lover
    b) 1928
13. W. Faulkner
    a) The Sound and the Fury
    b) 1929
14. Thomas Wolfe
    a) Look Homeward Angel, 1929
    b) You Can't Go Home Again, 1940
15. A. Huxley
    a) Brave New World
    b) 1932
16. John Dos Passos
    a) 1919
    b) 1932
17. J. Steinbeck
    a) Grapes of Wrath, 1932
    b) Of Mice and Men
18. Studs Turkel: Hard Times
19. Richard Wright
    a) Native Son, 1940
    b) Black Boy, 1945
20. Evelyn Waugh
    a) Brideshead Revisited
    b) 1945

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

CONTENT OUTLINE:

21. Albert Speer: Inside the Third Reich
22. K.A. Porter: Ship of Fools
23. Anne Frank: Diary of a Young Girl

C. Realist School of Art
  1. Poor Room
    a) Ivan Albright
    b) Chicago
    c) 1941
  2. The Passion of Sacco and Vanzetti
    a) Ben Shahn
    b) New York
    c) 1931
  3. Modern Migration of the Spirit
    a) Jose Orozco
    b) New Hampshire
    c) 1932
  4. Echo of a Scream
    a) David Siqueiros
    b) New York
    c) 1937
  5. Bull's Head
    a) Pablo Picasso
    b) Paris
    c) 1943
  6. The Shepherd
    a) Pablo Picasso
    b) Paris
    c) 1944

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

CONTENT OUTLINE: ACTIVITIES:

7. Woman with a Mirror
    a) Julio Gonzalez
    b) Paris
    c) 1936
8. Cactus Man I
    a) Julio Gonzalez
    b) Paris
    c) 1939
9. Administration Building
    a) S.C. Johnson Company
    b) Frank Lloyd Wright
    c) Wisconsin
    d) 1936

D. Surrealism and Abstractism
1. The Persistence of Memory
    a) Salvador Dali
    b) New York
    c) 1931
2. Inventions of the Monsters
    a) Salvador Dali
    b) Chicago
    c) 1937
3. Tableau
    a) Pite Mondrian
    b) Zurich
    c) 1921
4. Woman in the Garden
    a) Pablo Picasso
    b) Paris
    c) 1929

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

CONTENT OUTLINE:

5. Bust of a Warrior
    a) Pablo Picasso
    b) Paris
    c) 1933
6. Entrance to the City
    a) Paul Delvaux
    b) Brussels
    c) 1940
7. The Labyrinth
    a) Andre Masson
    b) Paris
    c) 1938
8. Nude with Mirror
    a) Joan Miro
    b) New York
    c) 1919
9. Two Ambiguous Figures
    a) Max Ernst
    b) New York
    c) 1919
10. Composition
    a) Jean Arp
    b) Philadelphia
    c) 1937

ACTIVITIES:

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to analyze Japanese imperialism.

CONTENT OUTLINE

E. Japan during the Inter-war period
  1. Taisho period: 1912-1926
    a) World War I: Japan declared war on Germany
    b) Japanese territorial expansion
      (1) Land
      (2) Resources
  2. Showa period: 1926-present
    a) Japan attacks Manchuria
    b) Growing militarism
    c) Growing nationalism
    d) Response to western pressure

ACTIVITIES

ABC. Conduct a simulation concerning a small island country which badly needs and wants to expand its economic development but cannot because of the shortage of raw materials and markets. Have students role play the parts of the revered monarch, zealous military leaders, aggressive business and industrial leaders, and common people. Identify the various options and their relative advantages and disadvantages. Information for the simulation should be taken from information about Japan during the period from 1900 to 1941.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, evolution/revolution, change

OBJECTIVE: The student will be able to identify major events in modern China.

CONTENT OUTLINE

F. China during the Inter-war period
  1. Republic of China (1911)
    a) Kuomingtang or Nationalist Party
    b) Sun Yat-sen
    c) Chiang Kai-shek
  2. a) Mao Tse-tung: Communist organizer
    b) "Long March"

ACTIVITIES

A. Create a time line depicting the events taking place in China from Mao's Long March to the present time. Pictures of personalities and events may be copied from newspaper and magazines.

B. Create a "poster wall" newspaper of major events in modern Chinese history.

C. Write a short play or skit about a Chinese peasant who must decide which side he or she will join in the Chinese Civil War.

GENERALIZATION: The student will be able to summarize the events leading to World War II.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to summarize the events leading to World War II.

CONTENT OUTLINE:

G. Fascist Italy--Inter-war period
    1. The post-World War I period
        a) Inflation and bankruptcy
        b) Discontent and disorder
    2. Benito Mussolini (Il Duce)
        a) Fascism
        b) The Ethiopian crisis

H. Great Britain--Inter-war period
    1. Economic exhaustion
    2. Competition in world trade
    3. Unemployment
    4. Political developments
        a) The Irish problem
        b) The first Labor cabinet
        c) Protectionism and nationalism
    5. Neville Chamberlain
    6. Rearmament

I. France--Inter-war period
    1. Economic development
        a) Devastations of World War I
        b) Reconstruction of France
        c) Reparation payments
        d) Seizure of the Ruhr Valley
    2. Political developments
        a) Polish-French pact
        b) The Little Entente
        c) The Maginot Line

ACTIVITIES:

A. Create an annotated timeline of the events in Europe leading up to World War II. Identify the dates, significant events, and personalities associated with the causes of World War II. Create sketches or other illustrations depicting the various events.

B. Create a time line from post-World War I Italy to post-World War II (1945) Italy.

C. Compare the rise of German nationalism to the rise of Japanese militarism in the Far East. Examine motives, methods, and so forth.

GENERALIZATION: The student will be able to summarize the events leading to World War II.

CONCEPTS: Multiple causation, cause and effect

***OBJECTIVE:** The student will be able to summarize the events leading to World War II.

CONTENT OUTLINE:

J. Communist Russia (USSR)
    1. Lenin
    2. Stalin
        a) Domestic problems
        b) Foreign affairs
K. Germany--Inter-war period
    1. The Weimar Republic
        a) Economic chaos
        b) Economic and political stability
        c) Admission to the League of Nations
        d) Great Depression - 1929
        e) The National-Socialist Party (Nazi Party)
    2. Adolf Hitler
        a) Postwar chaos
        b) Nazi agitation and terrorism
        c) Hitler
            (1) Chancellor (1933)
            (2) The Reichstag fire
            (3) Dictator (Fuhrer)
        d) The abolition of trade unions
        e) Persecution of Jews and others
        f) Gestapo terror
        g) Remilitarization

ACTIVITIES:

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to summarize the major events leading to World War II.

CONTENT OUTLINE:

L. Axis aggression
  a) Munich Conference
  b) Acts of aggression
  c) Axis alliance: Rome, Berlin, Tokyo
  d) Nonaggression pact with Soviets

ACTIVITIES:

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to summarize the major events in World War II

CONTENT OUTLINE:

M. World War II
  1. Early axis success
    a) Africa
      (1) Ethiopia
      (2) North Africa
    b) Europe
      (1) Poland
      (2) Blitzkrieg
      (3) France
      (4) Greece
      (5) Albania
    c) Pacific
      (1) Indochina
      (2) South Pacific Islands
  2. Axis mistakes
    a) Failure to invade Great Britain
    b) Bombing of Pearl Harbor
    c) Invasion of U.S.S.R.
    d) Failure to invade Australia
    e) Over-extended supply lines

ACTIVITIES:

A. Conduct a "Barbara Walters" kind of interview with Tojo, Hitler, or Mussolini. Questions should be related to his personality, training, rise to power, relationship to Emperor, militarism, and nationalism.

B. Conduct a mock war-crimes trial in which Tojo, Hitler, or Mussolini is the defendant. Have both prosecution and defense teams present arguments for and against the notion of "war crimes."

C. In a skit present arguments for and against restitution to survivors of the Bataan Death March and Japanese-Americans interned during World War II.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize the factors which led to America's involvement in World War II and describe the results of that involvement.

CONTENT OUTLINE:

3. Allied counterattack and victory
    - a) Operation Torch
    - b) Battle of the Coral Sea
    - c) Battle of Midway
    - d) Battle of Stalingrad
    - e) Operation Overlord--"D-Day"
    - f) Manhattan Project
4. Results of the war
    - a) End of Fascism, Nazism, and Japanese militarism
    - b) Loss of lives
    - c) Material losses

ACTIVITIES:

A. Design a time line listing the major events of World War II and the subsequent events which caused the Cold War.

B. Create overlay maps showing different aspects of World War II, for example, countries involved, areas controlled during various periods, alliances, and so forth.

C. Simulate propaganda techniques used during World War II. Use such things as posters and radio broadcasts ("Tokyo Rose," "Axis Sally," "Lord Haw Haw," and so forth).

UNIT VII

The Nuclear Age

The Nuclear Age, encompassing the period 1945 to the present, deals first with the development of the Cold War and the rivalries for political, economic, and military dominance which it engendered. Second, a social, political, and economic survey of the modern world is presented. Last, serious problems such as human rights, population growth, natural resources, and nuclear proliferation are presented as a challenge to the student.

Art during this period can best be described as "anything goes." No one style or order stands out as it did in the past. Because of the greater diversity of styles, more emphasis will be given to individual artists.

Literature during this period was a continuation of earlier 20th century motifs, marked by an emphasis on experimentation and the emergence of the anti-hero.

The contemporary period is characterized by the tremendous number of forms and styles in popular music and continued experimentation in serious music.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to discuss the role of the United Nations in postwar Europe.

CONTENT OUTLINE:

VII. Nuclear Age
    A. World War II
        1. Causes
        2. Results
            c) Postwar United States
                (1) The Cold War

ACTIVITIES:

A. Design a time line listing the major events of the Cold War.

B. Create overlay maps showing different aspects of the Cold War, for example, countries involved, areas controlled during various periods, alliances and so forth.

C. Simulate propaganda techniques used during the Cold War. (Use such things as Pravda press releases, Radio Free Europe, etc.)

GENERALIZATION: Human progress has most often occurred under conditions of intersocietal communication.

CONCEPTS: Multiple causation

OBJECTIVE: The student will be able to trace major post-World War II movements.

CONTENT OUTLINE:

(2) The civil rights movement
(3) Technological advances
(4) The threat of thermonuclear war

ACTIVITIES:

A. Conduct a panel discussion on major social, political and economic trends in post-World War II America. Examine such issues as civil rights, nuclear proliferation, and technological advancement. Outline the major events, personalities, and fundamental reasons for their importance to American society.

B. Conduct case studies of major issues in post-World War II America using a TV or movie presentation. For example, use "Autobiography of Miss Jane Pittman" or "Roots" to examine the civil rights movement; "The Day After" to examine thermonuclear war; or "2001: A Space Odyssey" to study technological advancement. Follow each program with class discussions.

C. Conduct a panel discussion on major movements in post-World War II America. Panel members should role play major figures in each of the movements. Players should represent different perspectives on the issues. Conduct class discussions based on information presented by the panel.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to discuss the role of the United Nations in post-war Europe.

CONTENT OUTLINE:

B. The United Nations
C. Postwar Europe
    1. The Marshall Plan
    2. NATO/Warsaw Pact
    3. Truman Doctrine
    4. The European Economic Community ("Common Market")
D. Major efforts to reduce world tension

ACTIVITIES:

A. Construct a chart diagramming the organizational structure of the United Nations.

B. Make a list of the Secretary Generals of the United Nations.

C. Write a short paper on the importance of the Marshall Plan in the economic development of post-war Europe.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity

OBJECTIVE: The student will be able to describe the major technological events and scientific advances made in the Soviet Union during the 20th century.

CONTENT OUTLINE:

E. Soviet Union after World War II
    1. Reconstruction and economic recovery
    2. Struggle for power
    3. "Collective leadership"
    4. Period of "De-Stalinization"
    5. Russian imperialism
    6. Technological and scientific advances

ACTIVITIES:

A. Construct a series of annotated time lines comparing the United States to the Soviet Union since World War II. Use time lines for political, social, economic, cultural, scientific, and technological events.

B. Create a bulletin board display of major events in Soviet history since World War II.

C. Conduct a panel discussion on the changes in the Soviet Union since World War II. Focus particular attention on significant scientific, technological, and political changes. In a subsequent class discussion focus on the lack of progress in the Soviet Union in the area of human rights and the production of consumer goods. Note especially the differences in the quality of life in both countries.

GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution, ideology

OBJECTIVE: The student will be able to compare the rebellion in Poland with the one in Hungary.

CONTENT OUTLINE:

7. The satellite countries
    a) Poland
    b) Czechoslovakia
    c) Hungary
    d) Romania
    e) Bulgaria
    f) Yugoslavia's break with Russia
8. "The Cold War"
9. Detente
10. Relations with the Third World
11. Recent leadership
    a) Khruschev
    b) Brezhnev
    c) Andropov
    d) Chernenko
    e) Gorbachev
12. Contemporary problems

ACTIVITIES:

A. Conduct a "Meet the Press" program featuring leaders of Poland during the Solidarity demonstrations of the 1970's and 1980's, and Hungary during the 1953 uprising.

B. Draw political cartoons depicting the political relationship between the Eastern bloc countries and the Soviet Union.

C. Conduct a "You Are There" program from the Hungarian uprising of 1953 and the Solidarity demonstrations of the 1970's and 1980's.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to outline Canada's participation in World War II and the post-war alliance systems.

CONTENT OUTLINE:

F. Canada
   1. Western Alliance
      a) NATO (1949)
      b) NORAD (North American Air Defence Command)
   2. The 1950's
      a) The question of diversity
      b) The St. Lawrence Seaway

ACTIVITIES:

A. Conduct a panel discussion on one of the following:
   - The pros and cons of Canadian participation in NATO
   - Accommodating French and English diversity within Canada
   - Economic and environmental implications of the St. Lawrence seaway
   - United States economic and cultural influences on Canada

B. Make a collage depicting the effects of acid rain on the environment.

C. Conduct an inquiry into the "acid rain" controversy between the United States and Canada.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to trace the evolution of Canada's separatist movement.

CONTENT OUTLINE:

3. The separatist movement
   a) Rene' Levesque: Parti Quebecois
   b) Pierre Elliott Trudeau
   c) Quebec Referendum on separation
   d) Present status of separatist movement

ACTIVITIES:

A. Role play a discussion between Pierre Trudeau and Rene' Levesque over the cultural, economic, and political aspects of separatism.

B. On an outline map, indicate predominately English and French areas of Canada.

C. Brainstorm reasons for separation from a nation. Analyze these reasons and apply them to current international situations such as the west bank of Israel, the Sikhs in India, the Basque in Spain, and so forth.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to list and explain the reasons for general instability in Latin America.

CONTENT OUTLINE:

G. Contemporary Latin America
  1. Politics
    a) Nations brought closer by World Wars I and II
    b) Stability affected
      (1) Continued foreign dominance via investment and/or aid
      (2) Economic dependence on one chief export
      (3) Lack of unification
      (4) Dictatorship
      (5) Popularity of juntas/caudillos
      (6) Slow industrialization
      (7) History of coups d'etat
      (8) Radical-vs-conservative change
      (9) Differences in cosmopolitan composition of population
      (10) Territorial disputes
      (11) Dollar diplomacy

ACTIVITIES:

A. Demonstrate the Caudillo concept by role playing actual speeches by Eva Peron, Fidel Castro, General Pinochet, Che Guevera, and Juan Peron.

B. Do oral readings of segments of various speeches by Latin American leaders. Ask the class to respond following each reading.

C. Develop a scrapbook featuring the reasons for instability in Latin America. Present oral reports on research involved with the scrapbook items. Include in the reports one on Costa Rica as an example of a stable democracy in Latin America.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to describe the failures and successes of Pan-Americanism.

CONTENT OUTLINE:

c) Pan Americanism
    (1) Philosophy
    (2) History
    (3) Organization of American States

ACTIVITIES:

ABC. Poll each student on their favorite music star. Following the poll, instruct the class to reach a consensus within 15 minutes. Correlate this effort with Pan-Americanism.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to discuss the reasons for and the impact of the Cuban revolution.

CONTENT OUTLINE:

d) Centers of turmoil
  (1) Cuba
    (a) Batista
    (b) Castro and revolution
    (c) Communism
    (d) Bay of Pigs
    (e) Cuban missile crisis
    (f) Boatlift
    (g) Latin American influence

ACTIVITIES:

A. Simulate the Cuban missile crisis. Role play key figures of this crisis such as members of the Security Council, the President's advisers and Soviet, American and Cuban leaders. During the role playing have each of the 13 days of October represented by three minutes on the clock.

B. List the key people involved in the Cuban missile crisis. Match the person to the nation he represents and denote his position of power.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to describe and analyze recent political developments in Latin America.

CONTENT OUTLINE:

2. Chile
   a) Allende
   b) Marxism
   c) CIA
   d) Pinochet
3. Haiti
   a) "Papa Doc" Duvalier
   b) Refugee situation
   c) "Baby Doc" Duvalier
4. Dominican Republic
   a) Unrest
   b) United States intervention
5. Argentina
   a) Peronist movement
   b) Falklands War
   c) Reform
6. Jamaica
   a) Election of Manley
   b) Socialism
   c) Manley's defeat
7. Grenada
   a) Cuban influence
   b) United States' invasion
8. Nicaragua
   a) Somoza
   b) Victory of the Sandinistas
   c) Counter-revolution
   d) United States pressure
   e) Ortega

ACTIVITIES:

A. Debate the role of the United States in Central America.

B. Distribute reading material about Latin American countries. Present oral reports on information gathered from the readings. (National Geographic magazine is especially useful for this activity.)

C. Invite a local resource person such as a Latin American specialist from a nearby university or college to present an address on current issues in Latin America.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to describe and analyze recent political developments in Latin America.

CONTENT OUTLINE:

9. El Salvador
   a) Civil war
   b) Duarte
   c) United States' role
   d) Death squads
10. Cartagena Agreement
   a) Nations involved
   b) Implications

ACTIVITIES:

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to discuss the modernization of Mexico and Brazil.

CONTENT OUTLINE:

11. Centers of relative stability
    a) Brazil
    b) Costa Rica
    c) Mexico
12. Dollar diplomacy
13. Future history
14. The arts
15. Customs
16. Contemporary Mexico
    a) Modernization
        (1) Agriculture
        (2) Land reform
        (3) Urbanization
    b) Education
    c) Growing middle class
    d) Promotion of tourism
    e) New leadership
    f) Migration

ACTIVITIES:

A. Write an entry in your diary of travels to Mexico City and Rio de Janeiro in 1930 and to Cancun and Brasilia today.

B. Write to travel agencies requesting brochures and posters on tours of Mexico and Brazil. Display the photographs on the wall and compare the urban and rural areas with those of the United States.

C. Construct a chart depicting population shifts in Mexico and Brazil from 1900 to the present. Note especially the areas of Brasilia, Cancun, Mexico, and Rio de Janero.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to evaluate the Japanese value system, especially its impact on individual attitudes.

CONTENT OUTLINE

H. Japan
  1. Emperor denies divinity
  2. New constitution
  3. Economic world power
  4. Imports and exports

ACTIVITIES

A. Prepare a dialogue between a Japanese grandmother who was a young girl before World War II and her granddaughter who is a teenager today. Include the changing role of women, religion, the emperor, occupations, and population mobility.

B. Prepare a list of common items used in the United States that are imported from Japan.

C. Conduct a comparative case study of Japanese and American industrial workers. Focus on such things as commitment to the company, work ethics, management attitudes, role of unions, production techniques, benefits, etc.

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GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major modern Japanese artistic accomplishments.

CONTENT OUTLINE

5. Art
   a. Yuichi Inoue--Fish, 1959
   b. Minoru Yamasaki Consolidated Gas Building--Detroit, 1964
   c. Kumi Sugai, Mer Soleil, Japanese abstract painting, 1966
   d. Yoko Ono, artist, 1966

ACTIVITIES

ABC. Present brief oral reports on the characteristics of contemporary Japanese art. Supplement the presentations with a slide presentation showing examples of Japanese art. Examine the themes, subjects, materials, and topics used by Japanese artists. Invite the art teacher to give additional information about Japanese art. Write the Japanese Embassy for information about art in that country. The Japanese government is very cooperative and generous in providing information about its country, people, and culture.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, evolution/revolution, change

*OBJECTIVE: The student will be able to identify major events in modern China.

CONTENT OUTLINE

I. China
   1. Communist and Nationalist struggle for control of China
   2. Nationalist China becomes a member of the Security Council
   3. Communists gain control in 1949
   4. Nationalist government moves to Taiwan
   5. United States does not recognize Communist China
   6. China's part in the Korean conflict
   7. Sino-Soviet split
   8. "Great Leap Forward"
   9. Cultural Revolution

ACTIVITIES

A. Create a time line depicting the events taking place in China from Mao's takeover to the present time. Pictures of personalities and events may be copied from newspaper and magazines.

B. Create a "poster wall" newspaper of major events in modern Chinese history.

C. Institute an investigative study of the change that has occurred in the traditional Chinese family since the "Cultural Revolution."

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to describe recent changes in Sino-American government policy in the areas of individual initiative and foreign affairs.

CONTENT OUTLINE

10. Contemporary Sino-American relations
    a) China in the U.N. Security Council
    b) Nixon visits the Peoples' Republic of China
    c) Sino-American relations reestablished
    d) Population problems
    e) Westernizing influences

ACTIVITIES

A. Invite in a resource speaker on China. The speaker could be a person who has visited China recently. In lieu of a resource speaker, use films or video tapes.

B. Create a collage or mobile that features western influences in contemporary China.

C. Conduct an inquiry lesson on population control or new western influences in China.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to describe the emergence of nationalistic movements in southeast Asia in the Post-World War II period.

CONTENT OUTLINE

J. Southeast Asia and the Pacific
  1. Vietnam
  2. Laos
  3. Cambodia
  4. Burma
  5. Singapore
  6. Indonesia
  7. Malaysia
  8. Philippines

ACTIVITIES

A. Make a list of reasons why the American colonies revolted against England. Compare that list with reasons why nations of Southeast Asia revolted against their European rulers. Note similarities and differences.

B. Complete the following chart on contemporary Southeast Asian countries:

	Country	Former Colony of	Date of Independence	Present Type of Government	Misc.
Example:					
1.	Vietnam	France	1955	Communist	Divided into multiple countries

C. Invite as a resource speaker a southeast Asian to discuss the nationalist movement in that part of the world.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to locate the nations currently occupying the Middle East.

CONTENT OUTLINE

K. Independence of Islamic nations
  1. Independence from European powers
    a) Egypt
    b) Jordan
    c) Lebanon
    d) Syria
    e) Iraq
  2. Emergence of modern kingdoms
    a) Iran
    b) Turkey
    c) Saudi Arabia

ACTIVITIES

A. Create a miniature flag for every Middle Eastern nation. The flags should then be attached to an outline map of the Middle East.

B. Locate and label the major nations of the Middle East on an outline map. Use a color code when writing their names to indicate the religion that dominates that particular area.

C. Make a list of the leaders of all the Middle Eastern nations. Organize small groups to research each leader, and orally present evaluations of each one based on his job performance.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to analyze the United Nations' decision to partition Palestine.

CONTENT OUTLINE

L. Israel
   1. The Holocaust
   2. The partition of Palestine: the creation of the state of Israel

ACTIVITIES

A. Show movies dealing with the Holocaust, such as "Genocide" or "Night and Fog." Then have students role play a United Nations debate dealing with the problem of Palestine in 1947.

B. Invite a resource speaker, such as an Israeli or Arab citizen, to discuss the creation of a separate Palestinian state.

C. Stage a mock session of the United Nations General Assembly attempting to deal with the problems in Palestine in 1947. Groups should be organized to represent various nations, and the session should end with a vote on partition.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPT: Historiography, time perspective and chronology

*OBJECTIVE: The student will be able to outline the military conflicts that have taken place in the Middle East since 1945.

CONTENT OUTLINE

M. Middle Eastern conflicts
  1. The Suez Canal crisis of 1956
  2. The Six Day War
  3. The Palestinian Crisis
  4. Crisis in Lebanon
  5. Revolution in Iran
  6. War between Iran and Iraq
  7. Conflict between Turkey and Greece

ACTIVITIES

A. Create a bulletin board that chronologically depicts the Middle Eastern conflicts that have taken place since 1945. Pictures, drawings, and maps can be used to illustrate the facts.

B. Write a letter to the Iranian ambassador to the United Nations. Ask him to justify the taking of the 52 American hostages.

C. Present a "You Are There" program on the Suez Crisis of 1956. The Arab-Israeli conflict, the control of the Suez Canal and the financing of the Aswan Dam should be included. In addition, imaginary interviews with Nasser, Ben-Gurion, and Eden should be held. Developments in Washington, D.C., Moscow, Paris, and at the United Nations should also be considered.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to explain the role of oil as a political and economic factor in Middle Eastern diplomacy.

CONTENT OUTLINE

N. The importance of oil in the Middle East
  1. Distribution of wealth
  2. Political and economic role

ACTIVITIES

A. Create a chart that lists five of the world's largest oil suppliers and five of the world's largest users. Draw rough outline maps of each nation making their "geographic" sizes dependent on how much oil they supply or use.

B. Role play an O.P.E.C. conference that is discussing the possibility of an oil embargo during an Israeli-Arab War.

C. Write a hypothesis that specifies the best energy alternatives to oil based on availability, cost, and environmental impact. Research could include utilizing oil companies, power companies, and the United States Department of Energy.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to summarize the roles that the United States and the Soviet Union play in the Middle East.

CONTENT OUTLINE

O. Role of the United States and the U.S.S.R. in the Middle East
  1. America's ties with Israel
  2. Russian support for Syria, Iraq, and the P.L.O.
  3. The Persian Gulf

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ACTIVITIES

A. Conduct a debate entitled, "Resolved: The United States should use military force to keep the Persian Gulf open."

B. Color the nations of the Middle East on an outline map. Use distinctive colors for those nations that are Soviet allies, American allies, and those nations that are neutral.

C. Compose an editorial concerning American involvement in Lebanon. As a class, mail it in to a local newspaper. Continue to monitor the newspaper for any kind of response.

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GENERALIZATION: A knowledge of the past is necessary to understanding present and future events.

CONCEPTS: Time perspective and chronology; historiography

*OBJECTIVE: The student will be able to describe and analyze the challenges facing the present and future generations.

CONTENT OUTLINE

P. Challenges of the Future
  1. Nuclear proliferation
    a) Arms race
    b) Arms control
    c) Growing nuclear club
  2. Population growth
    a) Urban growth
    b) World hunger
      (1) Environmental problems
      (2) Technological disparities
  3. Natural resources
    a) Food
    b) Mineral
    c) Fossil fuels
    d) Nuclear
  4. Human rights
    a) Role of United Nations
    b) Education
    c) Terrorism

ACTIVITIES

A. Conduct a panel discussion on one of the challenges (Example--natural resources). Have the panel present a variety of viewpoints.

B. Make a poster that usually portrays the problems facing the modern world. (Cutouts or original art work). This poster could show victims of hunger, a polluted river, race riots, etc.

C. Role-play a meeting of the representatives of the U.S. and U.S.S.R. to discuss nuclear disarmament. Each representative will have facts and figures to back up his solutions or point of view.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major literary and artistic works of the post-World War II period.

CONTENT OUTLINE

Q. Contemporary Literature
  1. Animal Farm
     a. George Orwell
     b. 1946
  2. The Plague
     a. Albert Camus
     b. 1947
  3. All the King's Men
     a. Robert Penn Warren
  4. Nineteen Eighty Four
     a. George Orwell
     b. 1949
  5. Death of a Salesman
     a. Arthur Miller
  6. Nobel Prize Acceptance Speech
     a. William Faulkner
  7. The Old Man and the Sea
     a. Ernest Hemingway
     b. 1952
  8. Invisible Man
     a. Ralph Ellison
  9. Go Tell it on the Mountain
     a. James Baldwin
     b. 1953
  10. Notes of a Native Son
     a. James Baldwin
     b. 1955

ACTIVITIES

A. Read and report on one of the authors listed in the Content Outline. Include reference to excerpts or short portions of the work selected.

B. Write a brief research report on one of the authors or artists listed in the Content Outline.

C. Select an excerpt from one of the books listed in the Content Outline. Write and present to the class a brief analysis of the excerpt and why it was selected.

(NOTE: The Content Outline contains an extensive list of classic works of literature, art, and architecture from the post-World War II period. Use judgement in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English and Art Departments is recommended for this section.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major literary and artistic works of the post-World War II period.

CONTENT OUTLINE

11. A Long Day's Journey Into Night
    a. Eugene O'Neill
    b. 1956
12. Catch-22
    a. Joseph Heller
    b. 1961
13. The Best of Simple
    a. Langson Hughes
14. Ship of Fools
    a. K.A. Porter
    b. 1962
15. Manchild in the Promised Land
    a. Calude Brown
    b. 1965
16. Where Do We Go From Here: Chaos or Community
    a. Martin Luther King
    b. 1967
17. Bloodline
    a. Ernest Gaines
    b. 1968
18. Future Shock
    a. Alvin Toffler
    b. 1970
19. The Winds of War
    a. Herman Wouk
    b. 1971
20. August 1914
    a. Alexander Solzhenitsyn
    b. 1972

ACTIVITIES

GENERALIZATION:	Great ideas have affected all civilizations.
CONCEPTS:	Civilization, ideology
OBJECTIVE:	The student will be able to identify major literary and artistic works of the post-World War II period.

CONTENT OUTLINE

21. Roots
    a. Arthur Haley
    b. 1976

R. Contemporary Art
  1. Universe
     a. Collection of the Artist
     b. Alexander Calder
     c. 1931
  2. Lobster Trap and Fish Tail
     a. Alexander Calder
     b. New York
     c. 1930
  3. Acoustical Ceiling
     a. Alexander Calder
     b. Caracas, Venezuela
     c. 1952
  4. Interior-Exterior Reclining Figure
     a. Henry Moore
     b. Washington, D.C.
     c. 1951
  5. Falling Warrior
     a. Henry Moore
     b. Washington, D.C.
     c. 1956
  6. Lavender Mist
     a. Jackson Pollock
     b. New York
     c. 1950
  7. Green Coca Cola Bottles
     a. Andy Warhol
     b. New York
     c. 1962

ACTIVITIES

Important Note:

This list of artists and writers is far from complete. Additional entries are needed from Germany, France, Russia (Soviet), Latin America, Africa, China, India, Japan, Canada, and Australia. Primary emphasis of the above bibliography lay with U.S. and English literature.

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SUGGESTED COMPUTER ACTIVITIES FOR WORLD HISTORY

1. Use a data base to create a timeline of major historical events. Separate data base can be created for each major geo-cultural region or time period.
2. Use a data base to create a glossary of key historical terms and/or people.
3. Use a word processing program to write "You Were There" journal or diary entries about major historical events. Use appropriate research to support the entries.
4. Use a print shop program to create news headlines, advertisements, editorials, want ads, and so forth for major historical events and/or periods.
5. Use a graphics program to display population changes, various kinds of economic activity, religious affiliations, and so forth.
6. Use an authoring program to simulate situations where major historical decisions were made.
7. Use a puzzle program to generate various word games and puzzles based on the glossary.

WORLD HISTORY TERMS

PREHISTORIC MAN

Geologists
Ice Age
glaciers
Anthropologists
Archeologists
"Big Bang Theory"
Evolution
Book of Genesis
Olduvai Gorge
Great Rift
Platelet Theory
Paleolithic
Mesolithic
Neolithic
Homo habilis
Australopithecus
KNM-ER 1470
Homo neanderthalensis
Homo sapiens
"Lucy"
East African Man
Java Man
Peking Man
Neanderthal Man
Cro-Magnon Man
Pre-history
History
Artifacts
Radio Carbon Dating
Carbon^{14}
Nomads
Migration
Lunar months
artisans
castings
alloy
forge
domestication
leisure time
culture
tribes
clans
Copper Age
Bronze Age
Iron Age
civilization
Indo-European
Aryan
Semetic
Charles Darwin
Louis and Mary Leakey
Richard Leakey
Dr. Donald Johanson

FERTILE CRESCENT

city-state
cuneiform
ziggurat
divination
Mesopotamia
Behistun Rock
UR
dynasty
scribes
Eddubas
"Land of No Return"
sumer
Semites
Amorites
hereditary
monarchy
theocracies
patesi
archives
empires
The Cradle of Civilization
mercenaries
alphabet
astrology
"King's Eyes and Ears"
colonies
ethical monotheism
conenant
epic poem
Gilgamesh
Menorah
synagogue
Mosaic Law
code
Proverbs
"Exodus"
Passover
Prophet
Old Testament
Palestine
Judaism
Ark of the Covenant
Sabbath
Canaan
Philistines
"Talmud"
Torah
Messiah
Yom Kippur
Rosh Hashanah
Hanukkah
Akkad
Sargon I
Hammurabi
Marduk
Nebuchadnezzar

Ahura Mazda
Mithraism
Manicheanism
Gnasticism
Cyrus
Darius
Xerxes
Yahweh
Moses
Abraham
Soloman
Saul
David
Ezekiel
Ahriman

EGYPT

delta
oasis
potter's wheel
hieroglyphic
Rosetta Stone
decipher
demotic/coptic
papyrus
Pharoah
autocrat
hereditary
Theocracy
bureaucracy
bureaucrats
old kingdom
pyramid age
Hyksos
sphinx
Post and Lintel
Book of the Dead
Scarab
Abu Simbel
Nubia
secular
Djoser/Zoser
Snefru
The Book of Healing Diseases
embalming
mummification
Stepped Pyramid of Zoser
Herodotus
Francois Champollion
Menes/Narmer
Hatshepsut
Thutmose II
Rameses II
Nefertari
Seti I
Ikhnaton/Amenhotep IV
Nefertiti
Tutankhamen
Howard Carter
Gizeh/Giza
Khufu/Cheops
Chephren/Khafre
Mycerinus
Re/Rá
Osiris
Amon-Re
Isis
Horus

SOUTH & EAST ASIA

Subcontinent
polytheists
citadel
grid streets
pictogram
linguists
Oriental
Occident
monsoon
animism
famine
Sanskrit
Rajah
Stupas
Suttee
Yoga
The Vedas
Aryans
Brahmans
Veruna
Caste System
Kshatriyas
Veisyas
Sudras
Pariahs
outcaste
Brahman
Atman
Maya
Samsara
Dharma
Karma
Nirvana
Upanishads
Mahábhárata
Rámáyana
Reincarnation
Great enunciation
"Four Noble Truths"
"Middle Way"
Turning of the Wheel of the Law
Hivayana Buddhism
Mahayana Buddhism
Jainism

Agni
Brahma the Creator
Shiva the Destroyer
Vishna the Preserver
Rama
Krishna
Ahimsa
Chandragupta
Asoka
Chandra Gupta II
Panchatantra
Arthashastra
Hsia Dynasty
Shang Dynasty
Cheng-Chou
Ancestor worship
Confucianism - K'ung-fu'tzu
Taoism - Lao-tzu
Moism
Analects
Chün-tzu
Chou/Chow/Zhou Dynasty
Hao-Wei River
Wang (king)
Shih-Ching - Book of Odes
Ch'in Dynasty
Oin Shi Huang di/Shih Huang Ti
Choin/China
Han Dynasty
Silk Route
pagoda
Yin - Yang
Mandarins
"PAX SINICA"
acupuncture
typhoons
Archipelago
Shinto
Kami
lacquer
Shogun
Samurai
Sappuku
"No Plays"

GREEKS

Mediterranean
Minoan
frescoes
crypotography
Linear A
Linear B
labyrinth
myths
minotaur
Hellenic invasions
Dorians
Ionians
Achaeans
Heroic Age
Iliad
Odyssey
bards
Hellen
Hellenes
Hellas
Agora
Polis
Acropolis
epics
aristocracies
tyrant
self-government
democracy
citizens
Metics
Basileus
Helots
Sparta
Ephorate
Totalitarian
Council of Elders
Ephors
Archons
Dracoian Law
marathon
Salamis
Plataea
Delian League
Peloponnesus League
plague
phalanx
Chaeronea
Polemarch
Archon
"Nike"
Zeus
Hera
Poseidon
Hades
Athena
Aphrodite
Apollo
Hermes
Eros
Dionysus
Heinrich Schliemann
Sir Arthur Evans
Michael Ventris
Minos
Homer
Paris
Helen
Achilles
Hector
Odysseus
Theseus

Draco
Solon
Clisthenes
Pericles
Themistocles
Demosthenes
Roxana
Antigonus
Ptolemy
Selecus
Socrates
Socratic Method
Plato
The Republic
Academy
Aristotle
Syllogisms
Politics
Logic
Antigone
Diogenes
Cynics
Zeno
Stoics
Epicurus
Epicurean School
Archimedes
Euclid
Pythagoras
Democritus
Hippocrates
Aeschylus
Hubris
Sophocles
Oedipus Rex
Euripides
Trogan Women
Aristophanes
The Cloud
Herodotus

Thucydides
Pedagogue
grammar
Sophists
rhetoric
Sophistry
Parthenon
Colonade
doric
ionic
corinthian
murals
ostracism
tragedy
trilogy
comedy
Olympiad
hypothesis
Hippodrome
frieze
satyr
satires

ROME

Gauls
Latin
Italics
Etruscan League
Magna Graecia
Celts
Patricians
Plebians
Twelve Tables
forum
Consuls
Praetors

Censors
Tribunes
Comitia Curiatu
Comitia Centuriata
Comitia Tributa
Magistrates
Quaestors
Aediles
catastrophy
dictator
legion
Penates
Janus
Vestra
Mars
Pontifex Maximus
Proconsul
Publicans
Equites
Punicus (Punic)
cohort
indemnity
Latifundia
"Bread & Circuses"
Serterces
Praetorian Guard
Colonus
Circus Maximus
Colosseum
First Triumvirate
"Veni, vidi, vici"
Aeneid
"Ides of March"
Julian Calendar
Princeps
Pax Romana
odes
fatalistic
arch
barrel vault

aqueducts
Pantheon
Appian Way
amphitheaters
basilicas
catacombs
Christianity
"Dead Sea Scrolls"
"Golden Rule"
martyrs
divination
soothsayers
disciples
crucified
churches
gospels
Apostles
Mithras
Justinian Code
Romance languages
Teutonic
parish
presbyter
diocese
Bishop
Archbishops
patriarchs
doctrine
heresy
Pope
inflation
classical
Visigoths
Franks
Ostrogoths
vandals
Angles
Saxons
Huns
Edict of Milan
Sacraments

Tiberius Gracchus
Gaius Gracchus
Marius
Sulla
Pompey
Cassius
Antony
Lepidus
Ptolemy
Athenaeum
Galen
Birgil
Romulus
Remus
Hannibal
Hamilcar Barca
Fabius the Delayer
Publicus (Africanus) Scipio
Cato
Julius Caesar
Crassus
Cleopatra VII
Brutus
Octavian
Augustus
Tiberius
Caligula
Claudius
Nero
Vespasian
Galba
Otho
Vitellius
Trajan
Hadrian
Horace
Marcus Aurelius
Zeno
Seneca
Cicero

Tacitius
Livy
Pliny the Elder
Messiah
Seleucids
Heriod
Caracalla
Valerian
Commodus
Diocletian
Constantine
Attila
Odoacer
Plutarch
Septimius Sevrus
Maximian
Romulus Augustulus

MIDDLE AGES

Byzantine
Greek Fire
mosaics
icons
Santa Sophia
Hagia Sophia
ethnic groups
clergy
laity
dowry
Eastern Orthodoxy
Corpus of Civil Law
iconoclasts
Islam
Seljuks
Manzikert
Ottoman Turks
hierarchy

regents
principalities
Golden Horde
Pechenegs
Steppe
Izbas
Scandinavia
Varangians
Vikings
Khan
Russian Chronicles
Slavs
Rus
Bovars
Veches
Kremlin
Justinian
Theodora
Sassanian
Belisarius
Tribonian
Heraclius
Leo III
Irene
Basil II
Alexius I
Michael VIII
Mehmet II
Yaroslav I
Genghis Khan
Ivan II
Vladimir I
Alexander Nevsky
Gregorian Calendar

ISLAM

Bedouins
Allah
Hegira
Mullahs
Abu Bekr
Berbers
Moors
Rhazes
Avicenna
Osman
Janizaries
Sheik
Mohammed
Caravan
Archangel Gabriel
Prophet
Koran
Ramadan
alms
mosque
Caliph
Astrolabe
The Canon of Medicine
Algebra
Arabic numerals
booty
Kabah
Black Stone
Hajj
Five Pillars
fasting
Jihad
Infidels
polygamy
Shiites
Umayyad
Abbasid
minarets
Madrasas
bazaar
House of Wisdom
Kalila and Dimna
Rubaiyyat
The 1,001 Nights
Ibn Khaldun

EUROPE

Dark Ages
feudalism
vassal
fief
"Peace of God"
"Truce of God"
serfs
joust
tournament
secular clergy
Benedictine Rule
Abbot
Canon Law
Lay Investiture
Simony
heresy
St. Francis of Assissi
Inquisition
Mass
Cardinals
Friars
Orders--monks/nuns
scholasticism
Eucharist
Song of Roland
Summa Theologica
Divine Comedy
Canterbury Tales
Burghers
Guilds
communes
charters
"Just Price"

usury
Hanseatic League
Charters of Liberties
monopoly
apprentice
journeyman
master craftsman
bourgeois
"Black Death"
vernacular language
troubadours
miracle plays
liberal arts
alchemy
Romanesque
Gothic
Primogeniture
manor
chivalry
fallow
homage
Papacy
page
Squire
Council of Nicaea
Ecumenical Council
barter
franks
Burgundians
Merovingian
precedent
The Vatican
Church and State
Carolingian
Capetian
Jutes
Angles
Saxons
Celts
DaneLaw

Magyers
Shire-reeves
Anglo-Saxon Chronicle
Beowulf
Bayeux Tapestry
Domesday Book
Parliament of Paris
Petit Jury
Grand Jury
peers
bailiffs
burgesses
Parliament
Diet
Battle of Tours
Treaty of Verdun
Holy Roman Empire
Missi Dominici
Counts
Mayors of the Palace
Babylonian Captivity
Great Schism
Constitution of Clarendon
Seljuk Turks
Excommunication
"Children's Crusade"
Crusade
flying buttress
rose windows
Transubstantiation
celibacy
confederation
War of the Roses
100 Years War
Longbow
Cannon
St. Benedict
Gregory I
Charles Martel
Pepin

Charlemagne
Alfred the Great
Hugh Capet
Gregory VII
Hildebrand
St. Thomas Aquinas
Peter Abelard
Dante Alighieri
Geoffrey Chaucer
St. Augustine
Charles the Simple
Rollo
Canute
William the Conqueror
Edward the Confessor
The Venerable Bede
Philip Augustus
Henry I
Becket
Henry II
Otto I
Henry III (German)
Henry IV (German)
Frederick Barbarossa
Lombard League
Frederick II
Innocent III
Urban II
Louis VII
Conrad III
Saladin
Joan of Arc
Charles VII
Charles the Bold
Ferdinand and Isabella
Thomas de Torquemada
Eleanor of Aquitaine
Malik-Shah
Alexius Comenus
Peter the Hermit

Walter the Penniless
Richard the Lion Hearted
John Wycliffe
Jan Huss
Roger Bacon
Rodrigo Diaz de Vivar

AFRICA - AMERICA

Caucasoid
Savannas
Mansa Musa
Natural Barriers
Bantu
Terra-cotta
Ghana
Mandingo
Keita
Sundiata
Sunni Ali
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Hsuan Tsang
Chalukya
Pulakesin II
Tamerlane
Baber
Shah Jehan
Taj Mahal
Akbar
Urdu
Sikhs
Guru Nanak
Aurangzeb
Sui
T'ang
Wu
Li Po
Tu Fu
Song
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Jurchen
Kublai Khan
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Sumo
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Kamakura
Taira
Minamoto Yoritomo
Dannoura
Hojo
Ashikaga Takauji
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Issac Newton
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Vesalius
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Vasco de Balboa
Ferdinand Magellan
Hernando Cortes
Francisco Pizarro
Francisco Coronado
Hernando de Soto
Christopher Columbus
Amerigo Vespucci
Eric the Red
Leif Ericson
Cabot
John Hawkins
Francis Drake
Walter Raleigh
Henry Hudson
Johann Fugger
Giovanni da Verrazano
Jacques Cartier
Samuel de Champlain
Jacques Marquette
Louis Joliet
Robert Cavelier, Sieur de la Salle
Virginia Dare

AGE OF REASON

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Robert Hooke
Robert Boyle
Joseph Priestley
Antoine Lavoisier
Alexander Pope
Benjamin Franklin
Thomas Hobbes
John Locke
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David Hume
Immanuel Kant
Count von Zinzendorf
John Wesley
El Greco
Peter Paul Rubens
Diego Velazquez
Alessandro Scarlatti
Johann Sebastian Bach
George Frederic Handel
John Milton
Frans Hals
Jan Vermeer
Rembrandt van Rijn
Daniel Defoe
Jonathan Swift
Henry Fielding
Joseph Haydn
Wolfgang Amadeus Mozart
Ludwig van Beethoven
Jacques Louis David

AGE OF ABSOLUTE MONARCHS

Duke of Alva
Charles V of the Holy Roman Empire
Louis XIII of France
Marie de Medici
Richelieu
Mazarin
Molière
Jean Martinet
Cobert
Louvois
Louis XIV
Ivan IV
Peter I
Catherine II
Maria Theresa

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Privateers
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pragmatic sanction
The Great Elector
Seven Years' War
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Junkers
Tsar/Czar

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Cavaliers
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Rump Parliament
Commonwealth
Lord Protector
Restoration
Writ of Habeas Corpus
Glorious Revolution
Act of Toleration
Limited Constitutional Monarchy
Universal Manhood Suffrage
Cabinet
Prime Minister
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Tories

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Marie Antoinette
Louis XVI
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Jean Paul Marat
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Bourgeoisie

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Unicameral
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AGE OF REVOLUTIONS

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Caudillos
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Dom Pedro
John VI
Simon Bolivar
Jose San Martin
Bernardo O'Higgins
Miguel Hidalgo
Jean Jacques Dessalines
Jose Maria Morelos
Agustin de Iturbide
Francisco de Miranda
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Alexander I
Frederick William III
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Abdul Mejid I
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Archduke Maximilian
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Franz Josef I
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capital
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textiles
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Spinning Jenny
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mass production
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division of labor
open hearth process
smelting
refine
foundries
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Newcomb's Engine
Clermont
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dynamo
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by-products
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Thomas Malthus
James Watts
Thomas Newcomb
Abraham Darby
Henry Bessemer
William Siemens
Emile and Pierre Martin
John Kay
James Hargreaves
Richard Arkwright
Edmund Cartwright
Samuel Crompton
Eli Whitney
Robert Fulton
Richard Trevithick
George Stephenson
William Cockerill
Cyrus McCormick
Zenobe Theophile Gramme
Alexander Graham Bell
Thomas A. Edison

Guglielmo Marconi
Charles Parsons
Gottlieb Daimler
Rudolf Diesal
Henry Ford
Ferdinand von Zeppelin
Alberto Santos-Dumont
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Charles Goodyear
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Robert Owen
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Friedrich Engels
Jeremy Bentham
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Frederic Chopin
Hector Berlioz
Gioacchino Rossini
Friedrich von Schiller
Johann W. von Goethe
Francois de Chateaubriand
George Sand
Alexander Dumas
Victor Hugo
Samuel T. Coleridge
William Wordsworth
John Keats

Percy Bysshe Shelley
Lord Byron
Walter Scott
Robert Burns
William Blake
Eugene Delacroix
Gustave Courbet
Honore Daumier
Jean F. Millet
H. de Balzac
Gustave Flaubert
W. M. Thackeray
George Eliot
Ivan Turgenev
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Louis Pasteur
Gregor Mendel
Joseph Lister
Madame Curie
Ernest Rutherford
Auguste Comte
Herbert Spencer
Ivan Pavlov
Friedrich Nietzsche
Thomas Hardy
G. B. Shaw
H. G. Wells
Herman Melville

Mark Twain
Rudyard Kipling
Henry David Thoreau
Anton Chekov
Claude Monet
Auguste Renoir
Camille Pisarro
Alfred Sisley
Paul Cezanne
George Seurat
Paul Gauguin
Vincent van Gogh
Toulouse-Lautrec
Otto Wagner
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Emmeline Pankhurst
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D. L. George
Ferdinand de Lesseps
Francis Joseph
Francis Deak
Michael Bakunin
Lenin
Leon Trotsky
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Abdul-Hamid II
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David Livingston
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James Cook
Townsend Harris
Lord Durham
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Anastasio Somoza
Commodore Perry
Mitsubishi

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Gavrilo Princip
Leopold Berchtold
Arthur Zimmermann
T. E. Lawrence
Ferdinand Foch
Woodrow Wilson
Kaiser Wilhelm II
Helmuth von Moltke
Joseph Jacques Joffre
Joseph Simon Gallieni
Henri Petain
Winston Churchill
Georges Clemenceau
David Lloyd George
Vittorio Orlando

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"Roaring Twenties"
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Ulster
Irish Free State
Kellogg-Briand Pact
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Swaraj
Satyagraha
Amritsar Massacre
Chaim Weizmann
Arthur Balfour
Ramsay MacDonald
Mohandas Gandhi
Mohammed Ali Jinnah
Jawaharlal Nehru
Bela Kun
Nicholas Horthy
Josef Pilsudski
Mustafa Kemal
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Reza Shah Pahlavi
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Franklin D. Roosevelt
Chiang Kai-shek
Mao Tse-tung

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Bolshevik Revolution
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Cheka
U.S.S.R.
Soviet Union
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Red Army
Permanent Revolution
Five-Year Plan
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Kulaks
Comintern
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Fascism
Squadristi
Black Shirts
il Duce
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Nazi Party
Brown Shirts
Locarno
Mein Kampf
Reichstag
Third Reich
Der Fuhrer
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Nine-Power Treaty
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Loyalists
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Sitzkrieg
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"Yellow Aryan"
"Generals Frost and Mud"
"New Order"
"Final Solution"
Auschwitz
Dachau
Buchenwald
Sonar
"Island Hopping"
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D-Day
Battle of the Bulge

V-E Day
V-J Day
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Wolf Packs
cash and carry
lend-lease
Wehrmacht
Neutrality Acts
ghetto
Yalta
Potsdam
Nuremberg Trials
Dumbarton Oaks
U.S.S. Missouri
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Haile Selassie
Primo de Rivera
Francisco Franco
Alfonso XIII
Neville Chamberlain
Edouard Daladier
Hermann Goring
Erwin Rommel
Bernard Montgomery
Charles de Gaulle
Isoroku Yamamoto
Dwight D. Eisenhower
Francois Darlan
Pietro Badoglio
George Patton
Douglas MacArthur
Chester Nimitz
Harry Truman

AFTER 1945

Charles de Gaulle
Georges Pompidou
Giscard d'Estaing
Francois Mitterand
Khrushchev
Brezhnev
Kosygin
Imre Nagy
Nicolae Ceausesuu
Josip Broz Tito
Martin Luther King, Jr.
Clement Attlee
Konrad Adenauer
Willy Brandt
Alcide de Gasperi
Antonio de Oliveira Salazar
Shigeru Yoshida
Chou En-lai
Liu Shao-chi
Teng Hsiaop'ing
Syngman Rhee
Richard M. Nixon
Spiro Agnew
Yuri Gagarin
Neil Armstrong
International Court of Justice
Trusteeship Council
Secretariat
Economic and Social Council
General Assembly
Security Council
UNRRA
Cold War
Allied Control Council
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Truman Doctrine
Marshall Plan
containment
"Enlightened self-interest"
welfare state
EEC
Summit Conference
NATO
Warsaw Pact
"One Nation, Two States"
Great Society
EFTA
Benelux
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segregation
terrorism
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peaceful coexistence
nonaligned
pragmatic
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Echo
Apollo
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Vietminh
Vietcong
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Knesset
PLO
Pan-Arabism
United Arab Republic
Baath Party
Kibbutzim
Mau Mau
Rhodesia Front
OAS
CIA
UNEF
"Domino Theory"
Alliance for Progress
Shuttle Diplomacy
Camp David

Phalangists
Gulf of Tonkin Resolution
"Vietnamization"
Ho Chi Minh Trail
Paris Accords
Boat People
Lal Bahadur Shastri
Indira Gandhi
Mohammed Ayub Khan
Ho Chi Minh
Ngo Dinh Diem
Achned Sukarno
T.N.J. Suharto
David Ben-Gurion
Gamal Abdel Nasser
Faisal II
Hussein
Ismet Inonu
Mohammed Mossadegh
Adnan Menderes
Golda Meir
Ahmed Ben Eella
Se'kou Toure'
Kwame Nkrumah
Julius Nyerere
Moise Tshombe
Patrice Lumumba
Jacobo A. Guzman
Juan Peron
Eva Peron
Getulio Vargas
Joao Goulart
Fidel Castro
Henry Kissinger
Anwar el-Sadat
Jimmy Carter
Menachem Begin
Hosni Mubarak
Ayatollah Khomeini
Mobutu Sese Soko

Idi Amin
Milton Obote
Robert Mugabe
Salvador Allende
Abel Muzore Wa
Augusto Pinochet
Leopold Galtieri
Raul Alfonsin
Carlos Umberto Romero
Alvaro Magana Borjo
Jose Napoleon Duarte
Anastasia Somoza Debayle
Lon Nol
Pol Pot
Ferdinand Marcos
Margaret Thatcher
Muammar al-Qaddafi
Helmut Schmidt
Helmut Kohl
Juan Carlos I
Lech Walensa
Wojciech Jaruzelski
Yuri Andropov
Konstantin Chernenko
Sandinista
National Liberation Front
Contras
Khmer Rouge
Ostpolitik
Solidarity
Detente
ratified
Politburo
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futurologists
overkill
deterrence
parity

arms control
ceilings
nuclear freeze
nuclear proliferation
nuclear reactors
developed nations
developing nations
fission
fusion
acid rain
refugees
terrorism
human rights
pollution
hunger
population growth

SOCIETY IN TRANSFORMATION

homogeneous
psychiatrist
Sigmund Freud
Carl Jung
Alfred Adler
F. Scott Fitzgerald
T. S. Eliot
Virginia Woolf
John M. Keynes
Ernest Hemingway
Gertrude Stein
John Dos Passos
James Joyce
James Weldon Johnson
Langston Hughes
Claude McKay
Cubism
Pablo Picasso
Georges Braque
Piet Mondrian
Surrealism

Salvador Dali
Paul Klee
Joan Miro
Bauhaus
Walter Gropius
Isadora Duncan
Martha Graham
Impresario
Sergei Diaghilev
Igor Stravinsky
Vaslau Nijinsky
choreographer
George Balanchine
Sergei Prokofiev
dissonant
Arnold Schonberg
Alban Berg
jazz
Louis Armstrong
Bessie Smith
Jelly Roll Morton
Albert Einstein
Theory of Relativity
Maxim Gorky
Mikhail Sholokhov
Sergei Eisenstein
Leni Riefenstahl
Alfred Hitchcock
George Orwell
John Steinbeck
beat generation
Beatniks
Jack Kerouac
Allen Ginsberg
Jean Paul Sartre
existentialism
computers
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lasers
Samuel Beckett
Eugene Ionesco
Edward Albee
Boris Pasternak
Andrei Sakharov
Alexander Solzhenitsyn
defected
Rudolf Nureyev
Mikhail Baryshnikov
Natalie Makarova
DNA
James Watson
Francis Crick
feminism
consciousness-raising
Ama Ata Aidoo
The Dilemma of a Ghost
Wole Soyinka
A Dance of the Forest
Gabriela Mistral
Pablo Neruda
Gabriel Garcia Marquez
television
radio
communication satellites
multinational corporations
Rock n Roll

LOCATIONS

PREHISTORIC

- Mongolia
- Great Rift Valley
- Olduvai Gorge
- Caucasus Mountains
- Bering Straits
- Nile River
- Tigris River
- Indus River
- Euphrates River
- Hwang Ho (Yellow) River
- Yangtze River

FERTILE CRESCENT

- Fertile Crescent
- Persian Gulf
- Sumer
- Ur
- Babylon
- Syria
- Asia Minor
- Assur
- Nineveh
- Phoenicia
- Tyre
- Sidon
- Sicily
- Sardinia
- Malta
- Cartage
- Sinai Peninsula
- Persepolis
- Judah
- Israel
- Mt. Sinai
- Mt. Ararat
- Jerusalem

EGYPT

- Nile Delta
- Isthmus of Suez
- Upper Egypt
- Lower Egypt
- Memphis
- Thebes
- Orontes River
- Ethiopia
- Tell el Amarna
- Red Sea
- Indian Ocean
- Giza
- Heliopolis
- Luxor
- Karnak
- Valley of the Kings

SOUTH AND EAST ASIA

- Indus River
- Ganges River
- Khyber Pass
- Mohenjo-Daro
- Harappa
- Himalaya Mountains
- Hindu Kush
- Deccan
- Western Ghats
- Eastern Ghats
- Ceylon
- Arabian Sea
- Bay of Bengal
- Yangtze River
- Hwang Ho River
- Gobi Desert
- Manchuria
- Angkor Wat
- Angkor Thom
- Pataliputra
- University of Nalanda
- Korea
- Japan
- Pyongyang
- Kwangju
- Kyongju
- Hokkaido
- Honshu
- Shikoku
- Kyushu
- Great Wall of China

GREECE

- Balkan Peninsula
- Adriatic Sea
- Aegean Sea
- Crete
- Mediterranean
- Troy
- Knossos
- Peloponnesus
- Mycenae
- Tiryns
- Pylos
- Mt. Olympus
- Delphi
- Olympia
- Byzantium
- Bosporus

Syracuse
Cyrene
Attica
Athens
Sparta
Delos
Corinth
Laconia
Piraeus
Hellespont
Thrace
Macedonia
Thermopylae

ROME

Alps
Apennine Mts.
Po River
Latium
Etruria
Rome
Ostia
Rubicon River
Cisalpine Gaul
Gaul
Corsica
Strait of Messina
Illyria
Zama
Cannae
Britain
Spain
Actium
Danube River
Dacia
Hadrian's Wall
Mithradates
Pharsalus
Spalato (Split)
Nicomedia
Milan
Nova Roma
Constantinople
Istanbul
Byzantium
Bethlehem
Jerusalem
Nazareth
Tarsus
Cyrenaica

MIDDLE AGES

Nicaea
Venice
Kiev
Dnieper River
Novgorod
Neva River
Moscow
Vladimir
Black Sea
Lake Peipus
Baltic Sea
Carpathian Mts.
Ural Mts.
Dvina River
Vistula River
Don River
Volga River
Dniester River
Lake Ladga
Sea of Azov
Scandinavia
Sarai
Arabia
Jidda
Mecca
Medina
Gibraltar
Baghdad
Cairo
Cordova
Toledo
Tangier
Seville
Tours
Granada
Baltic Sea
North Sea
English Channel
Ghent
Maine
Bruges
Anjou
Avignon
Aquitaine
Constance
Toulouse
Prague
Gascony
Flanders
Champagne
Bologna
Papal States
Poitiers
Lombardy
Normandy
Northumbria
Mercia
Wessex
Kent
Canterbury
Hastings
Brittany
Aix-la-Chapelle
Aachen

Kingdom of the Two Sicilies
Clermont
Genoa
Pisa
County of Edessa
Antioch
Country of Tripoli
Damascus
Zara
Crecy
Agincourt
Calais
Orleans
Portugal
Castile-Leon
Navarre
Aragon
Canossa
Runnymede
Bosworth Field
Iberian Peninsula

AFRICA - AMERICA

Sahara
Sudan
Congo River
Kalahari Desert
Niger River
Zambezi
Cush
Aksum
Lake Chad
Timbuktu
Gao
Ethiopia
Bering Strait
Isthmus of Panama
Amazon River
Andes Mts.
Tierra del Fuego
Yucatan
Chichen-Itza
Tula
Tenochtitlan
Cuzco
Tikal
La Venta

SOUTH AND EAST ASIA

Delhi
Samarkand
Angora
Agra
Grand Canal
Peking
Hangchow
Karakorum
Shangtu
Nanking
Honshu
Kyushu
Shikoku
Hokkaido
Nara
Kyoto
Yedo
Chosen

RENAISSANCE AND REFORMATION

Florence
Urbino
Wittenberg
Worms
Switzerland
Sweden
Norway
Denmark
Scotland
Saxony
Netherlands
New England

AGE OF EXPLORATION

Moluccas
Madeira Islands
Azores
Canary Islands
Namibian Desert
Cape of Good Hope
Caribbean Sea
San Salvador
Cape Verde
Strait of Magellan
Philippines
Angola
Mozambique
Zanzibar
Goa
Malacca
Macao
Nova Scotia
Newfoundland
Iceland
Greenland
Vin land
Madras
Bombay
Calcutta
Batavia
Siberia
Amur River
Java

Sumatra
Quebec
Mississippi River
Barbados
Jamestown
New Amsterdam
Plymouth
Cape Cod
Roanoke Island
Cathay

AGE OF ABSOLUTISM

Balearic Islands
Franche-Comte
Vienna
Madrid
Dutch Netherlands
Spanish Netherlands
La Rochelle
Brandenburg
Alsace
Versailles
Prussia
Savoy
Crimea
Gulf of Finland
St. Petersburg
Bavaria
Saxony
Silesia
Berlin

AMERICAN REVOLUTION

Appalachian Mts.
Hudson River
Mohawk River
Potomac River
Ohio River
Missouri River
Rocky Mts.
Sierra Nevada Mts.
Lexington
Concord
Saratoga
Yorktown

FRENCH REVOLUTION

Cape Trafalgar
Austerlitz
Warsaw
Confederation of the Rhine
Leipzig
Elba
Waterloo
St. Helena

LATIN AMERICAN REVOLUTIONS

Latin America
New Spain
New Granada
Peru
LaPlata
Bogota
Lima
Buenos Aires
Haiti
Santo Domingo
Caracas
Great Colombia
Mendoza
Rio de Janeiro
Guadalajara
Texas

19TH CENTURY

Crimean
Sevastopol
Wallachia
Moldavia
Tuscany
Venetia
Piedmont
Bulgaria
Albania
Cyprus
Nice
Modena
Romagna
Bosnia
Herzegovina
Montenegro
Serbia
Rumania
New Brunswick
Prince Edward Island
Ontario
Quebec Province
Saskatchewan
Alberta
New South Wales
Tasmania
South Australia
Victoria
Louisiana Purchase
Texas Annexation
Mexican Cession
Oregon Country
Gadsden Purchase
Alaska
Hawaii

Panama Canal

IMPERIALISM

Algeria
Tunisia
Tunis
Morocco
Libya
Dakar
French West Africa
French Equatorial Africa
Gold Coast
Nigeria
Lagos
Belgian Congo
Cameroons
German Southwest Africa
Rio de Oro
Rio Muni
Liberia
Orange Free State
Transvaal
Bechuanaland
Rhodesia
Ujiji
German East Africa
Madagascar
Uganda
South Africa
Canton
Hong Kong
Amoy
Foochow
Ningpo
Shanghai
Vladivostok
Formosa
Liao-tung Peninsula
Port Arthur
Hanbin
Tsingtao
Shantung Peninsula
Weihaiwei
Sakhalin
Malay Peninsula
Singapore
Siam
Borneo
New Guinea
French Indo-China
Midway Islands
New Caledonia
Guam Island
Wake Island

ISLAND GROUPS:

Marquesas
Society
Fiji
Gilbert
Solomon
Cook
New Hebrides
Caroline
Marshall
Mariana
Samoa
Mexico
Venezuela
British Guiana
Cuba
Havana
Puerto Rico
Guantanamo Bay
Canal Zone
Colombia
Dominican Republic
Nicaragua

WORLD WAR I

Alsace-Lorraine
Albania
Sarajevo
Marne
Dardanelles
Flanders
Tannenberg
Gallipoli
Jutland
Verdun
Czechoslovakia
Yugoslavia
Bessarabia
Finland
Estonia
Latvia
Lithuania
Danzig
Iran
Ruhr
Saar
Sudetenland
Rhineland

WORLD WAR II

Manchukuo
Chungking
Burma Road
Ethiopia
Siegfried Line
Rotterdam
Dunkirk
Coventry

Tobruk
El Alamein
Murmansk
Archangel
Stalingrad
Baku
Hainan
Pearl Harbor
Malaya
Gilbert Islands
Anzio
Midway
Coral Sea
Kiska
Attu
Dutch Harbor
Guadalcanal
Tarawa
Truk
Saipan
Tinian
Leyte
Remagen
Iwo Jima
Okinawa
Ardennes
Hiroshima
Nagasaki

AFTER 1945

Taipei
Peoples' Republic of China
Inchon
Seoul
Panmunjom
Yalu River
Pusan
New Delhi
Karachi
Malaysia
Dien Bien Phu
Hanoi
Haiphong
Gulf of Tonkin
Mekong River
Saigon
Hue
Phompenh
Luzon
Thailand
Cambodia
Laos
Baghdad
Kuwait
Djibouti
Ghana
Tanzania
Zaire
Biafra
Aswan
Golan Heights
Gaza Strip
West Bank
Strait of Hormuz
Zimbabwe
Falkland Islands
Northern Ireland
Helsinki
Grenada
Lebanon
Beirut
Tripoli
Teheran
Afganistan
Bangla Desh
El Salvador

A BRIEF OVERVIEW OF MAJOR PERIODS AND TRENDS IN WORLD ART AND MUSIC

THE STONE AGE

From the confused haze of a distant past, historians have learned that man had been working with his hands as a tool maker somewhere around 600,000 B.C. In the processes of every day life one of our early ancestors may have picked up a small part of a burnt stick or a fragment of colored clay and found that he would produce a mark. From this discovery our species was launched on a sojurn into visual experiences of monumental proportions. This desire to create an artistic record of the history of man is a book whose chapters will never by complete.

After many years of progressive development man produced some of the earliest surviving examples of stone age art. The subject of most stone age art was "hunt magic," religion, or human and animal fertility. By depicting a dead or wounded animal the artist (who may have been the tribal medicine man or shaman) sought to ritualistically "kill" the animal of the next days hunt. In a like manner the creation of a small carved figure of a pregnant female would help to insure the fertility of the women of the tribe. The procreation of both humans and animals was a frequent subject of stone age art.

THE FERTILE CRESCENT

The Fertile Crescent, unlike Egypt whose development was protected by natural barriers, was an open area divided into city states. Close proximity to one another created a very similar artistic style. A large majority of the architecture centered around the walled citadel and temple Ziggurat constructed primarily of sun-dried brick. The sculpture is based on the cone or cylinder in the formation of the human body. The stone or clay effigies of gods and kings can be recognized by stiff upright posture, hands folded across the breast, simplified facial features with large "fish-like" eyes considered "the window of the soul."

EGYPT

The mystery of the Egyptian culture is one that has long intrigued scientist and artist alike. A civilization whose influences, both great and small, affected the development of most of the known world for thousands of years.

The growth of Egyptian art can be broken down into three general divisions; the old kingdom, middle kingdom, and new kingdom. These kingdoms are divided into the dynastic periods of the pharaohs (god kings) who were the supreme rulers and religious leaders of Egypt.

At first glance Egyptian art may seem to have changed little over thousands of years. Change did accrue in the basic style that prevented its extinction as an art form. Egyptian art was strictly controlled by the state religion, consequently changes were few and far between. Egyptian art can be identified by the geometric or cubic style in painting, scyulpture, and architecture.

EARLY AEGEAN CIVILIZATION

Early Aegean art can be highlighted in the Cycladic, Minoan, and Mycenaean cultures. The inhabitance of the Cycladic Islands left little evidence of their existence outside of simple stone tombs littered with marble idols. These figures had a flat, wedge shaped body, hands crossed on the chest, columnar neck, flat egg shaped head with a wedge shaped nose. The artist had an extraordinary feeling for the organic structure of the human body.

The center of the Minoan life and art seemed to be centered around the palace. The architecture of the structure was loosely connected by individual sections several stories high with low ceilings supported by columns that tapered downward, topped by a wide, cushion-shaped capital. The rooms had an airy open quality decorated with frescoes.

The inhabitants of the Island of Crete have come to be called Mycenaeans, after Mycenae, the most important of their settlements. One of the outstanding features in architecture was the "Beehive Tombs." These were conical stone chambers built of concentric layers of precisely cut stone blocks. Alongside the dead were placed masks of gold or silver, drinking vessels, jewelry, and weapons all of an exquisite workmanship.

GREEK ART

The three stages of Greek art can be defined as archaic, classical, and hellenistic.

The outstanding features of archaic art can be represented in the development of the geometric, or orientalizing style. We know the geometric style from painted pottery, and small sculpture (monumental architecture and sculpture in stone did not appear until the seventh century). At first the pottery had been decorated with abstract designs. By the end of 800 B.C. human and animal figures are used.

The desire to build and sculpt in stone for the sake of permanence developed during the orientalizing period. In the outset the sculpture had a hard Egyptian resemblance. One difference can be noted. This is the first time in history where free standing sculpture of monumental size has been found.

The achievements in architecture were the development of the three classic orders, doric, ionic, and corinthian. Both the doric and ionic were developed at the same time and can be identified by the standard parts, and the sequence, constituting the exterior of most doric temples.

CLASSICAL AND HELLENISTIC ART

The classical and Hellenistic art was an outgrowth of "The Ultimate Beauty" philosophy. In the classical period the Greeks will bring the art of sculpture to a point of anatomical exactness working into the decadent in the Hellenistic Period. The sculpture can be identified by works that "stand" in the full sense of the word. Their stance is really an arrested walk, with the weight of the body resting evenly on both legs. The strict symmetry of the archaic has now given way to a calculated nonsymmetry. The body rests mainly in the left leg, and the right leg plays the role of an elastic prop or buttress to make sure the body keeps its balance.

A halmark figure of Hellenistic architecture was the construction of the Tomb of Mausolus, who ruled Asia Minor in 350 B.C. This tomb was the only demonstration in architecture to correspond to the Parthenon in size. The structure rose to a height of 160 feet. A tall rectangular base of 117 feet and 82 feet deep supported a colonnade of ionic columns 40 feet tall, topped by a pyramid crowned by a chariot with statues of the deceased. The tomb was based on the idea of human life as a glorious struggle or chariot race.

ROMAN ART

The shape and flavor of Roman art is a direct adaptation of all that was Greek. One of the differences between the Roman and the Greek is the extensive use of concrete (a mixture of gravel and mortar with rubble). The use of this mixture enabled the building of very large public and domestic architecture.

The Basilicas, long halls serving a variety of civic purposes in Hellenistic times, under the Romans became a standard feature of every Roman town. Their function was to provide a grand setting for the courts of law under the empire as well as public baths.

The Romans had a love for sculpture and the demand for it was great. There were whole categories of sculpture produced for decoration only. Where the Greeks used sculpture to glorify the gods and the noble, the Romans took the ideal from it and showed the common side of man. Many examples of Roman architecture, sculpture, and painting can be found at Herculaneum and Pompeii, two Roman towns buried under the ash of Mount Vesuvius in 79 A.D.

GOTHIC ART

The term Gothic was coined for architecture, and it is in architecture that the characteristics are most easily recognized. Only during the past hundred years have we become accustomed to speak of gothic sculpture and painting. In the age of the great cathedrals, architecture retained its dominant role. Gothic sculpture, at first severely architectural in style, tended to become less after 1200. Its greatest achievements are between the years 1200 and 1400. Painting reached a climax of creative endeavor between 1300 and 1350 in central italy. North of the Alps, it became the leading art form in 1400. Toward the middle of the fourteenth century, a "international Gothic" style develops everywhere. Shortly after that, this unity breaks down: Italy, with Florence in the lead, creates a new art form, that of the early Renaissance.

BYZANTINE ART

Soon after the division of the empire there emerged a style of art in the court at Constantinople in Byzantium. The influence of the east becomes discernible within the early beginning of the fifth century. In this time Constantinople not only reasserted its political dominance over the west but become the undisputed artistic capital as well.

An art form that was used frequently in Byzantine art was the mosaic. At the church of S. Vitale the Byzantine art is shown in two famous mosaics flanking the altar. We find an ideal of human beauty quite different from the squat, large-headed figures of early christian art. In contrast we find extraordinarily tall, slim figures, with tiny feet, small, almond-shaped faces dominated by huge, staring eyes.

Of the surviving monuments of old Constantinople the most important by far is the Hagia Sophia (The Church of Holy Wisdom), the architectural masterpiece of the age.

Byzantine architecture also spread to Russia. There the basic type of Byzantine church underwent an amazing change through the use of wood as a structural material. The most famous product of this native trend is the Cathedral of St. Basil adjoining the Kremlin in Moscow.

RENAISSANCE

At the end of the late Gothic Age, Florence dominated the Renaissance with the original creators of the new styel. The artists of the era began to go back to the large monumental order of the Roman and Greek art with a new sense of realism. The Church and the development of the new merchant class could afford to patronize most of the artists of the time. This allowed for the creation of a verity of subject matter ranging from saits, the holy family, and classical mythology to portraits, battles, and everyday life. The Renaissance later arose in all other parts of Europe, each adding its own particular flavor and invention.

BAROQUE

For almost a century, art historians designated baroque as meaning irregular, contorted, grotesque. It has been claimed that the baroque style expresses the spirit of the counter reformation, a dynamic movement of self-renewal within the Catholic Church. The old realism of the Renaissance will now give way to the "new naturalism" in painting, sculpture and architecture. Baroque art acknowledges no sharp distinction between sculpture and painting. Both may be combined to form a compound illusion, like that of a stage.

THE AGE OF REVOLUTION

Neoclassicism and Romanticism are the two art movements that came into being during the 1750's-1820's. As there were revolts in the political order of the west, this radical movement also included the arts.

Romanticism refers not to a specific style but to an attitude of mind that may reveal itself in any number of ways. The word derives from the writing of the time called "Romances" because they were written in a romance language, not Latin. The declared aim of the romantic, however, was to tear down anything in the way of a "return to nature." Man was to behave naturally, giving his impulses free rein. The romantic worshipped liberty, power, love, violence, or anything that aroused his responses and emotions. Neoclassicism is a new revival of classical antiquity; it is more consistent than earlier classicism. Neoclassical art was very popular with the architects of the new world.

THE INDUSTRIAL SOCIETY

REALISM AND IMPRESSIONISM

As a descriptive term, "realism" is one that does not conflict with the real identity of the figures or objects embodied in a work of art. It shows people as types rather than individuals. Drawn largely from the artists environment. In realism the artist works with hunters, peasants, and common workers over the rich and noble.

The word impression had been coined in 1874, after a hostile critic had looked at a painting by Claude Monet. Impressionist painting can be described as flooded with light, flickering networks of color with dappled patterns of shadow that radiate a human warmth. As with realism, impressionism drawn on the everyday work for its subject matter.

CUBISM

The Cubist Movement, started by Paul Cezanne in the late 1800's, gave us our first abstract art works of the 20th century. Pablo Picasso, a student of Cezanne brought the form to its full maturity. Picasso's revolutionary use of voids and solids is hard to describe. The early critics who saw only the prevalence of sharp edges and angles, called the new style cubism. In cubistic works we cannot be sure whether the shapes are concave or convex. Many of the shapes look like fragments of translucent forms. The cubistic treatment of the human body is not only out of proportion, but the organic integrity and continuity are denied. The figures as well as their setting are broken up into angular wedges or facets to the point where they resemble a field of broken glass.

THE SECOND WORLD WAR

The 1930's was a decade of depression, reaction, and isolation in politics and art. A very different kind of expressionist or realist-expressionist came out of this time called social realism. The artist uses a form of microscopic realism in still lifes. The figures of the painting become intense and repulsive but definitely effective studies in showing the horrible disintegration of man and his environment.

In the 1930's a number of sculptors were emerging, some of whom were destined to change the face of sculpture at the end of World War II. One of the styles to come out of this period was constructivism, a form of art where the artist would take a number of different, unrelated objects and butt them together on a canvas or in a free standing form.

The architecture of the 1930's fell into the international form. Here the artist has gotten completely away from the Greek and Roman and developed a style that is completely geometric in nature. The utilitarian function of the structure is foremost in the eye of the architect. The simple use of the rectangle, cylinder, and square with little or no exterior ornamentation is the rule as can be seen in the modern skyscrapers.

EUROPE BETWEEN THE WARS

In the years of the early twentieth century were marked by the architectural designs of Frank Lloyd Wright. In his early days much of his architecture was influenced by the Greek and Egyptian. Wright's basic philosophy of architecture was expressed through the house. His ideas involved the use of open free-flowing plan of the English architects. The characteristically American feature of the veranda wrapping itself around two sides of the house allowed the sense of outside space that penetrated to the main living area. Wright's "Prairie Style" design is characterized by low ceilings, frequently pitched at unorthodox angles, a cavelike sense of intimacy and security, and constantly changing vistas of one space flowing into another.

The painting of the period developed into two basic styles, that of the surrealist and the abstractionist, the surreal is a form of art that developed out of the exploration of the human mind and psychoanalysis. The dream state is the realm of the surreal, paintings that were created to have an almost ominous effect. The abstract takes in many paintings of the period that fall under this umbrella word. The paintings will have only intrinsic forms with little or no attempt at pictoral representation.

NUCLEAR

From the 1950's on can be described as an anything goes period in art. No one style or order stands out as did in past periods. Here will be discussed artists and not periods.

One of the sculptors of modern art of note is Alexander Calder. His early form of sculpture was called constructed space sculpture. These early abstract sculptures had a predominantly austere, geometric forms of technical ingenuity and playful humor. At one time a friend called these forms "Stabiles." Thus was born the word, which technically might apply to any sculpture that does not move. Calder also made use of the mobile. This is a sculpture where the artist has shapes balancing at the end of a bent rod suspended on strings or wires and all will move slowly in the breeze. Another sculptor of importance is Henry Moore who works on a monumental order. He has taken the human form and reduced it to a more of an organic form. His sculpture is meant to fit into the environment in which it is placed and not take away from it.

Of the painters of this period, Jackson Pollock is one of the best examples of large paintings called abstract expressionism or non-representational. His painting is created by pouring and spattering his colors, instead of applying them with the brush.

Pop art was given its greatest impetus in the United States during the 1960's. This was an art that most American artists had an appeal coming from the most blatant industrial and commercial environment. Many of the images used come from American motion pictures, popular idols, comics, and signboards. Andy Warhol used drew from standard supermarket products--coca cola bottles, Campbell's soup cans and folk heros Elvis Presley, and Marilyn Monroe.

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ORIGINS OF MUSIC

In Greek mythology, music began when Hermes found a tortoise shell with dried sheds of sinew stretched so that a musical sound could be made by plucking. Apollo created the lyre based on this discovery; thus, the Greeks attributed music to gods associated with light, enlightenment, and wisdom. The Indian belief attributes Narada, goddess of learning, with the discovery of music. The Egyptians credited the lyre to Thot, a god of wisdom. Because of these and similar myths in other cultures, we know that music occupied a very important and an honored place in most ancient civilizations as part of religious ritual, poetry, and drama. In addition, music accompanied men to battle, was used on state ceremonial occasions, and created serenity in the home.

ANCIENT MUSIC

Very little ancient music has survived because it was not written, but it was apparently an art of improvisation with detailed rules concerning rhythm and melody. In prehistoric times, two of the basic musical elements, rhythm and melody, existed. The third element, harmony, is much more recent. Evidently, all people have danced and sung, or grunted, rhythmically. Cave paintings, for example, show people dancing. Drums, cymbals, and simple zithers or dulcimers are over 9,000 years old. Egyptian art of about 3000 B.C. depicts instrumentalists with singers and dancers. Numerous works of Oriental art show groups of dancers and musicians. Indian music with its ethical values seems to have changed little in purpose or sound in many centuries.

Music was extremely important to the Hebrews as we can see from hundreds of references in the Old Testament to such instruments as cymbals, the psaltery, the shofar (ram's horn), and the harp. In the reign of King David, there were about 4,000 professional musicians among the Levites. Hebrew scales were organized into set patterns with each mode carrying a strong ethical interpretation. The single melodic line was unharmonized in all ancient music. As in the medieval Catholic Church, certain modes were specified for certain times of day and for certain purposes.

In the life of the Classical Greeks, music was pervasive. Both Plato and Aristotle discuss the role of music in an enlightened world with some kinds of melody being preferred to others. In the doctrine of ethos, some melodies benefitted character and others were destructive. Music was considered an important part of the education of young Greeks, and it was part of lyric poetry (the lyre) and the drama.

The Romans borrowed much of Greek culture, including music, but the ethical significance of music seems to have faded. Music was mainly used for entertainment and for military purposes. Brass instruments were developed for these military uses.

MUSIC OF EARLY CHRISTIANITY

Very early Christian music was quite similar to that of the Jews. Through several centuries, Christian music diverged from its source by embracing ideas from other cultures. In Byzantium or Constantinople, church music acquired some of the richness of expression of Persian and Indian music. In Western Europe, music developed along simpler lines. Bishop Ambrose of Milan in the fourth century compiled a collection of texts and melodies called Ambrosian chant which often included antiphonal singing (one choir or a lead singer, cantor, was answered by another choir or the congregation). Pope Gregory the Great in the late sixth century ordered the compilation and composing of church music (plainsong) for the entire Christian year which became known as Gregorian chant. These chants are still used today in many Christian churches. The eight major modes, or scale patterns, are based on Greek musical theory and have such names as Dorian, Lydian, and Aeolian. Ralph Vaughan Williams' Fantasia on a Theme by Thomas Tallis is a modern work based on Gregorian modal music.

THE ROMANESQUE ERA

Before about 1000 A.D., music in the Western World and in the Orient consisted of free melodic line; but from 1000 A.D. to the present, Western music has undergone amazing changes and development. Apparently, someone decided at some time around 1000 A.D. that the single melodic line of a chant would be improved by adding another line to be sung at the same time. This new concept, counterpoint, was at least as important in music as splitting the atom was in science. The first counterpoints during the Romanesque period were very simple. They simply followed the chant line exactly at intervals of a fourth (C to F) or a fifth (C to G) because these were the only intervals believed to be harmonious by Pythagoras centuries before. In the late eleventh and twelfth centuries, the contrapuntal line became more complicated and was liberated rhythmically and melodically from the primary line. Like other arts of the time, Romanesque music sought to expand and became increasingly complex.

THE GOTHIC AGE

About 1150 A.D., the Gothic style of architecture and art began in the Parish area and spread through Europe in a century. Characteristics of the Gothic style include intricacy, lightness, complexity, delicacy, fantasy, luxuriance, and expressiveness. In this age of chivalry, art and music of a nonsacred character gained in importance. The earliest secular music we know of was inspired by chivalric poetry and was sung by troubadours. Dramas about familiar Bible stories with characters singing melodic lines were performed in town squares. Both in and out of the church, a humanizing trend had begun. By the middle of the thirteenth century, the motet added new texts as well as music. Each line of melody might be sung to a different text; for example, a Latin religious poem, a French love poem, and a political commentary might be sung simultaneously. Thus, a musical structure which was polyphonic, polyrhythmic, and polytextual was created.

One country developed a distinctive musical style--England. By 1200 A.D., the English had accepted the musical interval of the third (C to E) which is the basis for most of modern harmony but which had been declared a dissonance by Pythagoras' idea of ratios; Sumer is icumen in of about 1240 is the best known surviving English music of this time. It is a canon or round in praise of summer and the song of the cuckoo, and it is about 100 years before its time in musical style.

Musical instruments of the medieval period included the organ, widely used in church; brass and wind instruments; stringed instruments, such as the lute and psaltery; drums; and primitive forms of the bagpipe. By the end of the Middle Ages, composers, writers, and painters are beginning to show greater awareness of the world about them. Art has begun to reflect life.

RENAISSANCE AND REFORMATION

Although the Gothic style continued to hold sway in Northern Europe where it had begun, a new style was beginning in Italy in the fourteenth century, a style which concentrated much of its interest on man's life on earth. This humanistic movement is called the Renaissance. The visual arts, however, showed greater creativity than did music in much of the fourteenth and fifteenth centuries. Although secular music flourished, settings of the Roman Mass were the major musical form of the Renaissance. It is interesting to note that Oxford University instituted degrees in music in 1499.

Sixteenth-century Europe saw rapid changes in musical development. Martin Luther wanted the congregation drawn into active participation in the church service, and he made the chorale or hymn a part of the liturgy. One of his most famous chorales is "A Mighty Fortress Is Our God." John Calvin banished the Latin Mass and returned to the ideals of the early Christians in singing Psalms to God. Composers soon set to music the rhymed French translations of the Huguenot (French Calvinists) Psalter. Thus, the Reformation exerted a powerful influence on music; yet Italy became the center of the musical world in the sixteenth century although many of the musical leaders in Italy were from Northern Europe. The Roman Church was the prime influence, but it was complemented by the great noble palaces with their private chapels. Venice, though, in painting and in music became the center of innovation. The works of Andrea and Giovanni Gabrieli represent some of the finest achievements of Venetian music. One of the greatest composers of the High Renaissance was Giovanni da Palestrina whose settings of the Roman Mass are still sung today and who exerted a powerful influence on the development of musical settings of the Mass.

In sixteenth-century France, many composers wrote chansons, artistic popular songs. Dancing was quite popular throughout the Renaissance, but now dance music emerged as an important art form. Another important element in music of this time is that the mystical quality in the church music of such leading Spanish composers as Tomas Luis de Victoria is often compared to the religious paintings of El Greco.

The *madrigal*, an important and popular musical form, developed in Italy about 1550. A very personal secular song, often about love, which is polyphonic in nature, it became the elegant home entertainment of cultivated Italians. The madrigal also became a significant and long-lasting part of the musical scene in England. Early English madrigals were copies of the Italian, but English composers soon developed a much lighter madrigal than the Italian. Madrigals were popular, for example, in colonial Williamsburg, Virginia.

THE BAROQUE (1600-1750)

At the very beginning of the Baroque Era, one of the most important of all musical forms was created--the opera. Based on ideas about Greek tragedy and using a Greek myth as his subject, Claudio Monteverdi wrote *L'Orfeo* (Orpheus), which was produced in 1607. Opera brought a new type of dramatic power and grandeur to music, and it soon became a popular craze in Italy. Venice opened the first public opera house in 1637. Monteverdi wrote four operas for Venetian theaters, which numbered 16 before the end of the century.

This new kind of dramatic power in music became part of sacred music in the *oratorio*, which developed in Rome as a sort of sacred counterpart to opera. Oratorio was performed in the church oratory, had a biblical or moral subject, and resembled an unstaged opera.

Important composers of the first part of the Baroque Period include Girolamo Frescobaldi, the organist at St. Peter's from 1608-1643; Heinrich Schutz, admirer of Monteverdi and the first major German baroque composer, who wrote religious works for the Lutheran Church; Jean Baptist Lully, Italian-born creator of the French operatic style and court composer to Louis XIV; Michel de Lalande and Marc Antoine Charpentier, composers for the French royal chapels; and Henry Purcell, who was the greatest English baroque composer and choirmaster at the Chapel Royal, who had visited Italy, and who wrote both religious and secular works, including the short opera *Dido and Aeneas*.

Two other baroque composers who should be mentioned are Jean-Joseph Mouret (1682-1738) whose *Sinfonies de Fanfares* includes the "Rondeau" which is used as the "Masterpiece Theater" theme and Johann Pachelbel (1653-1706) whose celebrated "Canon" is used in many television commercials and has achieved great popularity.

In 1685, the two giants of baroque music--Johann Sebastian Bach and George Frederick Handel (the English form of his name)--as well as Domenico Scarlatti, a major composer of virtuoso music for the harpsichord, were born. Scarlatti, son of Neopolitan opera composer Alessandro Scarlatti, was a composer to the Spanish court for most of his life. Among those influencing his work was Antonio Vivaldi, the leading composer-violinist in Italy at the beginning of the eighteenth century. One of Vivaldi's best-known works is *The Four Seasons*, a set of four concertos which call for solo violins to imitate nature's sounds. George Phillip Telemann, a prolific German composer, wrote in the style of Vivaldi.

The supreme genius of the Italian manner in baroque music was George Frederick Handel, a German who visited Italy in his early career, then permanently settled in England in 1712. Handel composed the finest examples of Italian opera (Neopolitan style) and made it wildly popular in England. Among the best known today of his more than 30 operas are Julius Caesar and Alcina. With the decline in popularity of Italian opera (partly caused by John Gay's The Beggar's Opera which satirized Italian opera), Handel turned to the oratorio and brought it to its highest development. The most famous of all oratorios is Messiah with its magnificent "Hallelujah Chorus." Handel, like Bach, was a virtuoso organist who wrote much instrumental and orchestral music. Such works as The Water Music and Music for the Royal Fireworks are widely played today. One particularly lovely composition is the Ode for St. Cecilia's Day, a choral setting of John Dryden's poem. When Handel died in London in 1759, 3,000 persons attended his funeral at Westminster Abbey. He is buried in the Abbey among many of England's greatest artists and writers.

Johann Sebastian Bach was born and lived all his life in Thuringia in Germany, yet he embodies in his music all the diverse artistic ideals and currents of the Northern baroque, and he was familiar with both Italian and French music. He was a virtuoso organist and an extremely prolific composer who left over 200 works for the organ alone. Bach was primarily a composer in the service of the Lutheran Church, and the Lutheran chorale was central to his musical thought. It is the basis for more than 200 cantatas (a kind of short oratorio). Among Bach's best-known works are "Jesu, Joy of Man's Desiring"; the six Brandenburg Concertos; the St. Matthew Passion, a musical setting of the last days of Christ on earth according to St. Matthew; the soaring and majestic B-Minor Mass; the "Air for the G-String"; the "Toccata and Fugue in D Minor'"; The Well-Tempered Clavier, a collection of 48 preludes and fugues for the clavier (i.e., for the keyboard).

Bach's death in 1750 is arbitrarily chosen as the date for the end of the Baroque Period; but the musical times were already changing, even in the works of three of Bach's sons who were famous musicians of their day.

THE CLASSICAL AGE (1750-1820)

A major revolution in music took place about 1750 because music became much more public and more prestigious relative to the other arts. Composers became free agents who could move from one wealthy patron to another or could themselves sell tickets to public performances. Performers travelled widely; orchestras existed all over Europe; and many municipal opera companies were formed.

Classicism in music exhibits the classical (Greek and Roman) virtues of balance, beautiful form, order, and restraint. It grew out of the rococo, a kind of superficial, overdecorated, delicate style which developed in the eighteenth century. The harpsichord works of François Couperin and the operas and other works of Jean Philippe Rameau are representative of the rococo. The profuse ornamentation of the rococo caused a quick reaction toward stark simplicity which in architecture, painting, and even in pottery and porcelain surged toward classicism. One unexpected source of neoclassicism was the popular mania for some elements of Eastern art caused by the increased trade between Europe and the Orient. In its serenity, oriental art mirrored the classical ideals. Josiah Wedgwood's vases and plates used Greco-Roman shapes and ornaments with blue and white and other oriental color schemes.

One of the first great classical composers was Christoph Gluck who was noted for reforming the opera. In 1762 in Vienna, Gluck's Orfeo ed Euridice (Orpheus and Eurydice) was produced. It returned opera to a simplicity of style which was a reaction against the overdecoration of the Italian opera style of the day. Using the simple harmonic style of his day, Gluck reflected in music both the classical architecture and classical subject matter which were fashionable. This first of Gluck's "reform" operas is the oldest opera in the standard repertoire of most modern opera companies.

The orchestra became more important and the pianoforte (it could play both soft [piano] and loud [forte], now just called the piano, came into prominence. Two great musical forms also became very important--the symphony and the concerto.

Franz Joseph Haydn brought a sense of dramatic urgency to the symphony and related musical forms. He is often referred to as the "Father of the Symphony" and the "Father of the String Quartet." Haydn was a very prolific composer who wrote more than 100 symphonies and many quartets, masses, and compositions for the keyboard. He also composed two magnificent oratorios, The Creation and The Seasons. Recommended listening should include the "Surprise" Symphony, the London Symphony (No. 104 in D Major), the Kaiserquartett (Emperor's Quartet), and The Creation.

Wolfgang Amadeus Mozart, a child prodigy, was giving concerts and composing before the age of 10. Although his tragically short life ended as a pauper at the age of 35, Mozart wrote enduring masterpieces in several musical forms. The Piano Concerto No. 21 in C contains the sublime theme in the second movement which is known as the "Elvira Madigan Theme" because of its use in that movie. Mozart's best-known operas are The Marriage of Figaro, Don Giovanni, and The Magic Flute. His masses include the Coronation Mass in C and the unfinished Requiem. The Symphonies Numbers 39 in E-flat, 40 in G minor, and 41 in C ("The Jupiter") are usually considered Mozart's greatest.

Beethoven (1770-1827)

Ludwig van Beethoven, one of the greatest composers of all time, is usually considered to span the transition from classicism to romanticism in music. Until about 1802, Beethoven's music reflects the influence of Haydn. The middle period up to about 1816 reveals greater subjectivity, sharper contrasts, and some descriptive elements. The final period in Beethoven's music shows introspective moods, impulsiveness, great range of expression, and an expansion of musical forms.

Beethoven's Third Symphony, "The Eroica (Heroic)," is one of the most significant forward steps in the history of music. It is twice the length of any previous symphony; and its use of dissonance, a funeral march in the second movement, and the heroic concept itself marked an important change in music. The Fifth Symphony is perhaps the best known of all the nine symphonies, containing, as it does in the opening notes, the "V for Victory" theme of the Allies in World War II. The Sixth Symphony (the "Pastoral") is a descriptive work which exhibits the romantic characteristics of love of nature and of rural life and the common people. The great Ninth Symphony (the "Choral") uses soloists and chorus in the final movement to present a musical setting of Schiller's "Ode to Joy," which is a hymn to human brotherhood.

Among Beethoven's 32 piano sonatas, three of the best known are the "Moonlight," the "Appassionata," and the "Waldstein." His one opera was *Fidelio*, and the *Missa Solemnis in D* is a magnificent setting of the Mass. Beethoven wrote some memorable chamber music and the "Egmont" overture. Also, his violin concerto and the Fourth and Fifth (The "Emperor") Piano Concertos are world famous.

THE ROMANTIC PERIOD (1820-1900)

Important characteristics of the Romantic Movement included subjectivity, emotionalism, individualism, nationalism, and the search for new subject matter such as the ancient, the supernatural, and the mystic. Significant developments took place in many areas of music in the Nineteenth Century, and a partial listing of some of the most important composers and their works in each area follows.

Italian Opera

Gioacchino Rossini - *The Barber of Seville*
Vincenzo Bellini - *Norma*
Gaetano Donizetti - *Lucia di Lammermoor*
Guiseppi Verdi - *Rigoletto*, *Il Trovatore*, *La Traviata*, *Aida*, *Otello*, and the *Requiem Mass* and *Hymn to the Nations*
Giacomo Puccini - *La Boheme*, *Madame Butterfly*, *Tosca*

French Opera

Giacomo Meyerbeer - Les Huguenots, Le Prophete
Charles Gounod - Faust
Georges Bizet - Carmen
Jules Massanet - Manon, Thais
Camille Saint-Saens - Samson and Dalila

German Opera

Carl Maria von Weber - Der Freischutz
Richard Wagner - Tannhauser, Lohengrin, Die Meistersinger, Parsifal, The Ring of the Nibelungs (a cycle of four operas)
Englebert Humperdinck - Hansel and Gretel

English Opera

Gilbert and Sullivan - H.M.S. Pinafore, The Pirates of Penzance, The Mikado (these are comic operas or operettas)

ORCHESTRAL AND INSTRUMENTAL MUSIC

Franz Schubert - Impromptus, Opus 90 and Opus 142; Symphony No. 8 in B Minor (Unfinished); The "Great" Symphony in C Major

Robert Schumann - Piano Concerto in A Minor, Symphony No. 1 in B-flat Major "Spring," Symphony No. 2 in C Major, Symphony No. 3 in E-flat Major "Rhenish," "Traumerei"

Felix Mendelssohn - "Songs Without Words," Symphony No. 4 in A "Italian," Symphony No. 5 in D Minor "Reformation"

Frederic Chopin - "Revolutionary" Etude and others, Mazurkas, Waltzes, and Nocturnes. Particularly lovely are the Four Impromptus and the Fantasie-Impromptu. The Polonaise No. 3 in A "Military" and the Polonaise No. 6 in A Flat "Heroic" are especially well known.

Franz Liszt - Hungarian Rhapsodies Nos. 1 and 2, "Liebestraum," "Mephisto Waltz," and "Funerailles"

Johannes Brahms - Violin Concerto in D Major, Piano Concerto No.2, Intermezzi for Piano, Symphony No. 1, Piano Quintet in F Minor, "Academic Festival" Overture, *A German Requiem*, Hungarian Dances

Edvard Grieg - Piano Concerto in A Minor, "Peer Gynt Suite"

Sergei Rachmaninoff - Symphony No. 2, Piano Concerto No. 2, Rhapsody on a Theme of Paganini

Camille Saint-Saens - Symphony No. 3 "The Organ Symphony," Piano Concerto No. 4, *Carnival of the Animals*

Jan Sibelius - "Finlandia," Symphony No. 2 in D, Symphony No. 5 in E-flat Major

Hector Berlioz - "Symphonie Fantastique," *Requiem Mass*

Bedrich Smetana - *The Bartered Bride* (an opera), *Ma Vlast* ("My Country," a tone poem)

Antonin Dvorak - *Symphony from the New World*, Cello Concerto

Modest Mussorgsky - *Boris Godounov* (an opera), *Pictures at an Exhibition* (a piano suite. Compare piano and orchestral versions with the contemporary version by Emerson, Lake, and Palmer).

Nikolai Rimsky-Korsakov - "Russian Easter" Overture, *Scheherezade* (symphonic suite based on *The Arabian Nights*)

Peter Ilich Tchaikovsky - "March Slav," "The 1812 Overture," *Swan Lake*, *The Nutcracker*, *Sleeping Beauty*, Piano Concerto No. 1, Symphony No. 5, Symphony No. 6

Johann Strauss, Jr. - "The Blue Danube" and "Emperor" Waltzes

Stephen Foster - Such songs as "Jeanie with the Light Brown Hair," "My Old Kentucky Home," "Oh, Susanna," and "Camptown Races"

Edward MacDowell - Second Piano Concerto, *Woodland Sketches* ("To a Wild Rose," "To a Water Lily," and "From an Indian Lodge)

Louis Moreau Gottschalk - assign a report on his life and career.

John Phillip Sousa - "Stars and Stripes Forever" and other marches

THE TWENTIETH CENTURY

The modern period in music is a revolutionary one. So many musical styles or forms developed that it may be said that *modernism* is any significant departure from common musical practices of the preceding period. Some of the important musical styles, composers, and their works follow.

Late or Neoromanticism

Richard Strauss - *Salome*, *Der Rosenkavalier* (Operas), *Also Sprach Zarathustra*, the Four Last Songs

Anton Bruckner - Symphony No. 4 "Romantic"

Gustav Mahler - Symphony No. 8, Symphony No. 2 "Resurrection," Symphony No. 4 in G Major

Sir Edward Elgar - *Pomp and Circumstance Marches* No. 1 and No. 4

Impressionism

Claude Debussy - *Prelude to the Afternoon of a Faun*, *La Mer*, "Claire de Lune"

Maurice Ravel - *Daphnis and Chloe*, "Bolero"

Other Important Composers

Arnold Schoenberg - Quintet for Winds; Five Pieces for Orchestra, Op. 16

Bela Bartok - Concerto for Orchestra

Igor Stravinsky - *Firebird*, *Petrouchka*, *The Rite of Spring*

Sergei Prokofiev - Classical Symphony in D Major, "The Love for Three Oranges" Symphonic Suite, *Alexander Nevsky*, "Peter and the Wolf"

Dimitri Shostakovich - Symphony No. 5

Allan Berg - *Wozzeck*

Carl Orff - Carmina Burana

Benjamin Britten - Ceremony of Carols, A War Requiem

Gian-Carlo Menotti - The Medium, Amahl and the Night Visitors

American Composers

George Gershwin - Porgy and Bess (Opera), Rhapsody in Blue, An American in Paris

Charles Ives - Symphony No. 4

Samuel Barber - "Adagio for Strings"

Aaron Copland - Appalachian Spring, "Fanfare for the Common Man," A Lincoln Portrait, Rodeo

Ferde Grofe - Grand Canyon Suite

Morton Gould - Spirituals for Orchestra

Roy Harris - Symphony No. 4 "Folk Song Symphony"

Kurt Weill - The Three Penny Opera, Down in the Valley

Leonard Bernstein - "Overture to Candide," Symphony No. 1 "Jeremiah Symphony," Symphony No. 2 "The Age of Anxiety"

American Popular Music

Scott Joplin - "Maple Leaf Rag"

W. C. Handy - "St. Louis Blues"

George M. Cohan - "You're a Grand Old Flag," "I'm a Yankee Doodle Dandy," "Give My Regards to Broadway," "Over There"

Irving Berlin - "White Christmas," "God Bless America," "Alexander's Ragtime Band," "Easter Parade"

Victor Herbert - Babes in Toyland, Naughty Marietta

Sigmund Romberg - The Student Prince, The Desert Song

Jerome Kern - Show Boat

"Hoagy" Carmichael - "Star Dust," "Georgia on My Mind," "Lazy River"

Leonard Bernstein - On the Town, West Side Story

Richard Rodgers and Oscar Hammerstein II - Oklahoma, Carousel, South Pacific, The King and I, The Sound of Music

Cole Porter - "Begin the Beguine," "Night and Day," Kiss Me, Kate

Harold Arlen - "Somewhere Over the Rainbow," "That Old Black Magic"

Alan J. Lerner and Frederick Loewe - Brigadoon, My Fair Lady

Students should listen to some examples of the Big Band Sound of the Swing Era by such famous bands as those of Count Basie, Benny Goodman, Louis Armstrong, Duke Ellington, Guy Lombardo, Tommy Dorsey, Woody Herman, Glen Miller, and Harry James.

Students should be familiar with examples of the music and dance of the 1920's and 1930's and of such musical styles or types as Rock and Roll, Bluegrass, Country and Western, etc. Very influential artists or groups such as Elvis Presley and the Beatles should be included.

An interesting study of the effect of war on music can be made by comparing popular songs in each of America's wars, from "Yankee Doodle" in the American Revolution to "The Ballad of the Green Berets" in the Vietnam War.

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Mexican Government Tourism Commission, One Shell Square,
New Orleans, Louisiana 70112

Center for Latin American Studies
Tulane University
New Orleans, Louisiana 70118

Latin American Studies Institute
Louisiana State University, 146
Lockett Hall, Baton Rouge, Louisiana 70803

The Latin American Library
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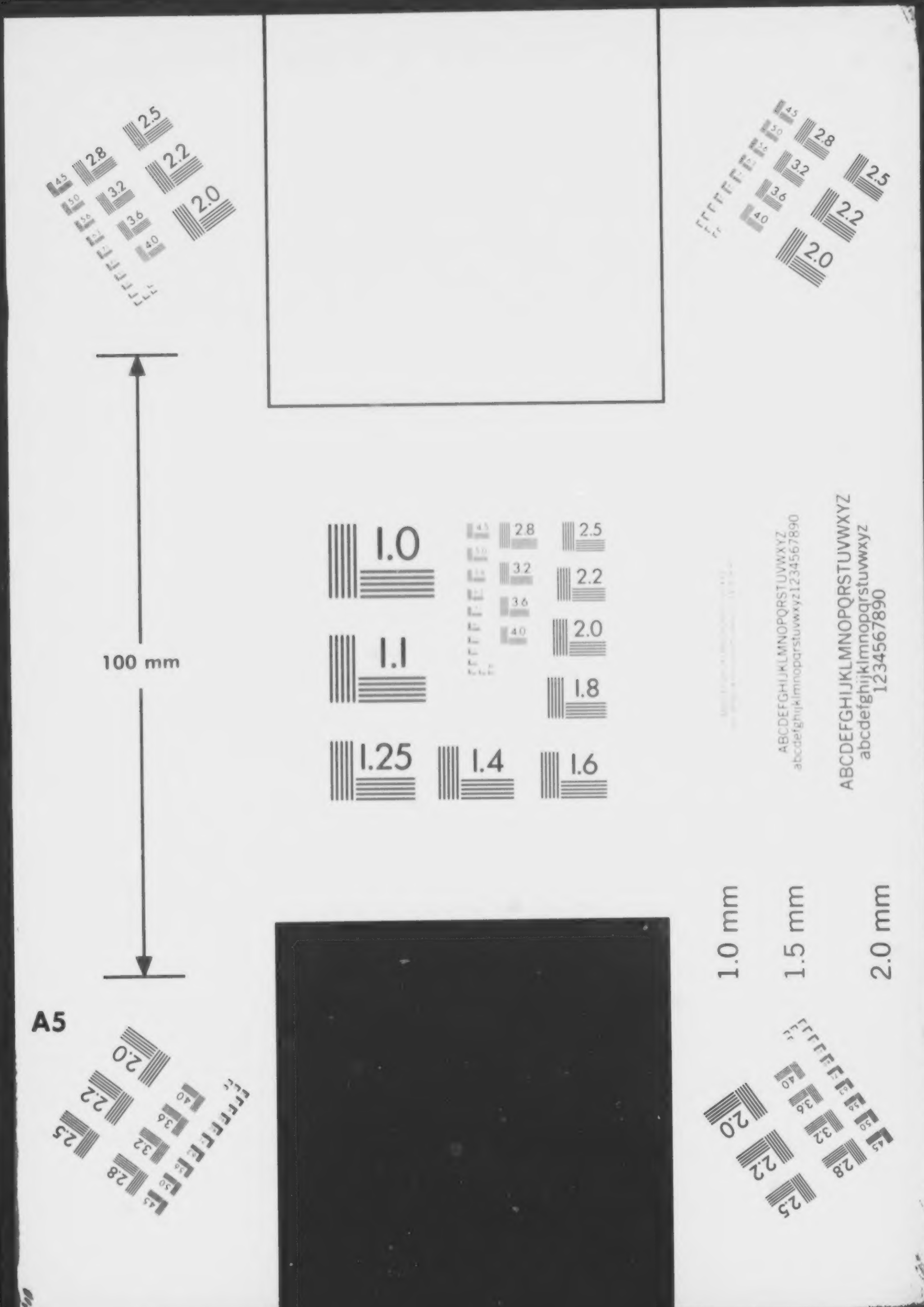
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CENTERS FOR AFRICAN STUDIES

1. Boston University
125 Bay State Road
Boston, MA 02215

2. University of Illinois
1208 W. California, Rm. 101
Urbana, IL 61801

3. Indiana University
Woodburn Hall 223
Bloomington, IN 47405

4. Michigan State University
100 International Center
East Lansing, MI 48824

5. Northwestern University
630 Dartmonth Street
Evanston, IL 60201

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SAMPLE UNIT

WORLD HISTORY

I. Overview: The purpose of this unit is to identify the various causes of the Second World War, especially the role of Nazi Germany. Events preceding the war, the Axis Alliance, various acts of aggression, and the major events of the war with the Allies will be described and discussed. The purpose of the unit will be to demonstrate that World War II was the result of multiple causes, including profound differences in political ideologies.

II. Objectives:

A. Generalization: The motivating factors in human achievement have been either ideological or materialistic.
B. Concepts: Time perspective and chronology, historiography
C. Skills:
    1. Reading social studies materials with comprehension
    2. Applying critical thinking skills
    3. Understanding chronology
    4. Evaluating information
    5. Interpreting graphic materials

III. Procedures:

A. Complete pre-reading activities (Structured overview; pre-reading questions; study guides with follow-up activities)
B. Review content:
C. Axis Aggression
    1. Munich Conference
    2. Acts of aggression
    3. Axis alliance: Rome, Berlin, Tokyo
    4. Nonaggression pact with Soviets
D. Full-scale warfare
E. Occupation of Europe
F. Liberation of Europe
G. Allied Conference

Objective: The student will be able to identify major events of World War II.

Activities: Make a chronological time line of the major events of World War II. Take one section of the line and detail it with these elements: Major events, date(s), personalities involved, significance of event, and source documents with information about the event(s).

IV. Evaluation:

While philosophical positions regarding evaluation of student achievement may differ, most educators recognize the significant impact of evaluation on students and its importance to the entire educational process. Evaluation of instructional progress involves a complex set of skills. If not performed properly, evaluation can lead to abuses.

The purpose of this section is to provide information on the evaluation of student progress and to cite examples of various kinds of evaluations.

The use of pre- and post-tests has gained support in recent years. The pre-test is administered before a new unit of study or at the beginning of a course to assess student needs and prior knowledge of the material to be studied. The teacher uses the results to adjust the objectives and the activities in the unit to compensate for student needs.

The post-test is administered at the end of the unit or course to measure progress and achievement. The results are useful in determining mastery of the skills and concepts required and in diagnosing any necessary remediation. It is hoped that the teacher will use the goals and objectives set forth in this guide to develop sets of pre- and post-tests to be administered with each unit of study.

Tests should be carefully constructed so that the kind of test and the items on the test measure the students' mastery of what has been taught. Tests and test items should be varied to measure all levels of learning, from the specific to the more complex and abstract. Students should be provided experience in taking both essay and objective tests. Objective test items should be varied to include multiple choice, fill-in-the-blank, matching, rearrangement, and alternative response.

Evaluation should not be limited to paper and pencil tests. Assigning a student a grade based solely upon test scores leaves a great deal of that student's abilities and talents untapped. Other important techniques to be included in evaluating student achievement and progress are observation of general class participation, group and individual oral reports, written assignments, creative assignments, and participation in activities such as role playing and simulations.

It is important to keep in mind that evaluation should measure what has been taught to determine if a child has met the objectives specified by the teacher. When grades are being determined, consideration should be given to test scores as well as other methods of evaluation. Student grades should reflect the extent of student mastery and should be justifiable. The meaning of the grade should be communicated in some way to both the student and the parents.

Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

Below are listed a few basic rules of test-making:

1. Have a clear and concise purpose in mind for the test.
2. Plan carefully for the test questions.
3. Make the test parallel the work in class.
4. Test what you teach.

EVALUATIVE TECHNIQUES

Evaluative Techniques

The purpose of evaluation in the social studies program is to improve curriculum, instruction, and learning. Each program and course should have an overall evaluative design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an item on an examination. In addition, some important evaluative information about affective development or side effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and types of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluative design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision making when they are anticipating immediate success or failure to depend upon ability to recall huge quantities of details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay is admirably suited to testing ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a essay of a page or two discuss the importance of the Nile River on the development of Egyptian agriculture.

Questions requiring short answers tend to be more limited in the depth of responses elicited but expand the scope of the sampling of items that can be included in a single examination.

Example: Identify each of the following terms in a paragraph or less:

1. Pyramid
2. City-State
3. Nationalism
4. Coup
5. Boers

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this type of item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

If there is a clearly thought out overall evaluation design and if a variety of types of instruments and examination items are used, pupils' skills and understanding of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of types of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

Suggested References:

Berg, Harry D., ed. *Evaluation in the Social Studies*. Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benhamin S., ed. *Taxonomy of Educational Objectives: Cognitive Domain*. New York: David McKay, 1956.

This reference work includes a collection of examples of test items at several levels of recall as well as levels of comprehension application, analysis, synthesis, and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher-made tests.

Buros, Oscar K., ed. *Social Studies Tests and Reviews*. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the *Mental Measurements Yearbook* and in *Tests in Print*.

Krathwohl, David, ed. *Taxonomy of Educational Objectives: Affective Domain*. New York: David MaKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of examples of test items keyed to an array of intermediate-level objectives. Both volumes were developed under the aegis of the American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G., ed. *Developing Decision-Making Skills*. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping to write test items using the models provided.

Morse, Horace T. and George H. McCune. *Selected Items for Testing of Study Skills and Critical Thinking*. Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. *"How to ...."* Series, Washington, D.C.: National Council for the Social Studies.

These six- to eight-page practical guides to many classroom tasks include a number of useful tips for writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers" provides arrays of test item examples by subject areas. It also has selections on standardized tests and on designing tests with multiethnic components.

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APPENDIX

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

I. Reading social studies materials at appropriate grade level	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	** **	** **	** **	** **
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	** **	** **	** **
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Use intermediate directions, as southeast, northwest				*	**	***	** **	** **	** **	** **	** **	** **	** **
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	** **	** **	** **	** **	** **	** **	** **
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
6. Understand the use of the compass for direction					*	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	****	****	****	****	****	****	****
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	****	****	****	****	****
9. Use parallels and meridians in determining direction					*	**	**	***	****	****	****	****	****
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	****	****	****	****
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	****	****	****	****	****	****	****
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	****	****	****	****	****	****	****	****
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	****	****	****	****	****	****	****	****	****
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	****	****	****	****	****	****	****	****
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	** **	** **	** **	** **	** **	** **
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use map vocabulary and key accurately			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
8. Use longitude and latitude in locating places on wall maps					*	**	***	** **	** **	** **	** **	** **	** **
9. Use an atlas to locate places					*	**	**	***	** **	** **	** **	** **	** **
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	** **	** **	** **	** **	** **
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	* **	** **
12. Consult two or more maps to gather information about the same area					*	**	***	***	** **	** **	** **	** **	** **
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	** **	** **	** **	** **	** **	** **
14. Trace routes of travel by different means of transportation			*	**	**	***	** **	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	** **	** **	** **	** **	** **	** **
16. Read maps of various types which show elevation					*	**	***	** **	** **	** **	** **	** **	** **
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	** **
18. Learn to make simple sketch maps to show location			*	**	***	***	** **	** **	** **	** **	** **	** **	** **
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	** **	** **	** **	** **
4. Determine distance on a map by using a scale of miles					*	**	***	** **	** **	** **	** **	** **	** **
5. Compare maps of different size of the same area					*	**	**	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	****	****	****	****	****
7. Compute distance between two points on maps of different scale					*	**	**	**	***	****	****	****	****
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	****	****	****
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	****	****	****
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	****	****	****	****	****	****	****	****
2. Learn to use legends on different kinds of maps			*	**	**	***	****	****	****	****	****	****	****
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	****	****	****
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	****	****	****	****	****
5. Interpret the elevation of the land from the flow of rivers								*	**	***	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** **
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	** **
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** **
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	** **
9. Learn to translate dates into centuries						*	**	***	** **	** **	** **	** **	** **
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to arrange personal experiences in order	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Learn to figure the length of time between two given dates					*	**	**	***	** **	** **	** **	** **	** **
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	** **
6. Understand and make simple time lines				*	**	**	***	** **	** **	** **	** **	** **	** **
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

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*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** **
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** **
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
D. Read newspapers, magazines, and pamphlets with discrimination													
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

	GRADES												
3. Use the card catalogue to learn that:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways-- by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

B. Write with clarity and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**

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